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ABSTRACT

Written for professionals and paraprofessionals involved in counseling, educating, or providing treatment or other services to parents and children, this manual details a training program for parents having difficulty managing their child's behavior. The program consists of eight weekly 2-hour group meetings, followed by individual consultations with each parent or family. The format of the group meetings includes basic didactic instruction; open discussion; live and, if possible, videotaped examples of correct and incorrect parent/child interactions; and structured practice of interaction skills. In individual consultations, the parent and consultant meet to develop treatment goals, plan specific strategies of intervention, and discuss solutions to problems. Materials related to program preparation and assessment measures are appended, along with weekly programs, behavior charts, and home programs. (MP)

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Shelley E. Leavitt is a program specialist in parent training with the Communications and Public Service Division of the Boys Town Center. She has designed and run training programs for single and teenaged parents and consulted with parents of autistic and severely disturbed children.

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Preface

Active Parenting is a training program for parents having difficulty managing their children's behavior. It is a skills-oriented program designed to teach parents how to teach their children responsible behavior and how to reduce and prevent behavior problems. This manual is written for professionals and paraprofessionals who are involved in counseling, educating, or providing treatment or other services to parents and children.

This training program and manual are outgrowths of a research project and training program for single parents (Parenting Alone Successfully) that Mary Davis and I conducted at the Boys Town Center. Both training programs were influenced by the ideas and teaching procedures developed and used by the staff of Teaching-Family Programs at Boys Town, the University of Kansas, and other sites around the country and by the work of Martin Kozloff of Boston University.

Many people were involved in the production of this manual. I am especially grateful to Tom Gregory, Director of Boys Town's Department of External Affairs, for his encouragement and support of this project; to Barbara Lonnborg, Director of the Communications and Public Service Division at the Boys Town Center, for her expert editing of the manuscript and the valuable comments, suggestions, and assistance she provided; and to Mary Davis, Director of Evaluation at the Methodist Home for Children in Raleigh, North Carolina, for her hard work and innovative ideas that helped create the Parenting Alone Successfully program and for her advice and enthusiastic support of this manual. Special thanks go to Dean Fixsen, Director of Boys Town's Community and Child Services Program, and Richard Baron, Director of Residential Programs at Boys Town, for reading the manuscript and providing constructive feedback.

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For the sake of readability, masculine pronouns have been used throughout the manual to refer to both males and females.

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Introduction

Parent Training

Mr. and Mrs. Miller have trouble getting their daughter to go to bed at night. After they tuck her in and kiss her good night, she finds hundreds of excuses to get them back into her room. She's thirsty; she has a headache; she's afraid. After three trips to the bathroom and two glasses of water, Mrs. Miller finds that the only way that her daughter will go to sleep is if she stays in her bedroom with her.

The minute Mrs. Thomas comes home from work, her two sons start fighting. She asks and then yells at them to stop. Finally she threatens each of them with a spanking if they don't quit.

Whenever Mr. McDonald tells his seven-year-old daughter, "No, you can't have this" or "No, you can't stay up another hour," his daughter begins to whine, pout, and argue until Mr. McDonald gives in.

These are just some of the common discipline problems that parents face every day. They are also typical of the problems that motivate parents to seek childrearing advice from professionals. Some parents go to counselors. Some buy books on child management. And others enroll in parent training or education courses.

During the past decade, parent training programs have been popular and effective ways to teach parents how they can better manage their children's problem behaviors. This manual is designed for therapists, counselors, social workers, and others who work directly with parents. It provides a detailed description of a parent training program that is designed to teach parents to decrease their children's problem behaviors and, most importantly, to **teach** their children more responsible ways of behaving. Behavior problems are viewed here as belonging not only to the child or to the parent, but as being an interaction problem between the two. Therefore, it is the interaction between the parent and child that needs to be altered. The techniques presented in this manual show how parents can change their responses to their children to reduce problem behaviors and encourage appropriate behaviors.

The training program integrates child management procedures developed through behavioral research and clinical experience with the teaching approach and techniques developed as part of the Teaching-Family Model.[1] The result is an approach to parent training that is oriented toward skill development and based on a social learning or behavioral point of view. Therefore, it is helpful for persons wishing to use the manual to have a background in social learning concepts and the behavioral approach. For those who do not or who want more information about this approach, see the Additional Readings for Trainers listed in the back of the manual.

Although the purpose of this manual is to describe procedures for training parents in a **group**, the manual can be easily adapted for use with individual families. However, there are a number of advantages to group parent training. First, it is usually less expensive to work with a group than with parents individually. Second, the group can provide support—parents meet others with similar family problems

and offer encouragement, empathy, and assistance to each other. In addition, parents can recount their past experiences and share with the group the solutions they found to be effective. Most importantly, if the group develops strong ties, the parents are more likely to stay in contact and help each other maintain their new skills after completing the training.

Along with the description of the behavior management and interaction techniques you will be teaching, this manual provides some methods for evaluating the program and assessing the progress of each family. Program evaluation is an integral part of the program and a necessary component of the training process. Evaluation gives you the opportunity to determine if the program is effective and provides valuable feedback that can be used when you conduct future programs. The key elements of the training process—group meetings, individual consultation, and evaluation—provide a total programmatic approach to parent training.

Program Overview

The training program combines the advantages of individualized training and group training by including both **weekly group meetings** and **individual consultation**. In this way, each family is offered an individualized intervention program, yet the economic and social advantages of group training are maintained. The training program consists of eight weekly two-hour group meetings and individual consultation meetings with each parent or family at the end of each group session.

The format of the group meetings includes didactic instruction, open discussion, live and, if possible, videotaped examples of correct and incorrect parent-child interactions, and structured practice of the interaction skills. At the end of each group meeting, you meet with each of the parents individually and together develop treatment goals, plan specific strategies of intervention, identify, discuss, and seek solutions to problems.

General Guidelines

1. Whenever possible, limit the group size to between six and ten people.
2. Use co-trainers so that each trainer is responsible for three to five parents.
3. Try to select a homogeneous group of families in terms of the general types of behavior problems of the children.
4. Hold the meetings at a convenient time for most parents. Evenings are usually preferred so parents who work during the day can attend.
5. If possible, provide babysitting services for the children.
6. From the beginning, create a business-like atmosphere so parents consider the training a serious undertaking. It is helpful if the parents sign a contract at the beginning agreeing to program requirements such as attendance at meetings and homework assignments. A sample program contract is provided in Appendix A.

7. While socializing during meetings should be actively discouraged, social interaction between the parents should be encouraged during breaks and before and after meetings. Coffee and refreshments can be provided to help promote a relaxed atmosphere for conversation.
8. Just as the parent's role is to teach their children, the trainer's role is to teach the parents. Therefore, you should be a good observer of the parents. Pay attention to and reward their appropriate behavior such as participation in the meetings and carrying out the home programs. Discourage inappropriate behavior such as talking about unrelated subjects during the meetings, making excuses for not following through with home programs, and not completing assignments.
9. Model the behaviors that you are teaching. For example, you should be observing and describing the parents' behavior, giving feedback, praising, and providing rationales.
10. Consider developing training programs for families with common "special situations" such as working parents, single-parent families, or families with handicapped children.

The Training Program

Group Meetings

There are two basic components of the training program—group meetings and individual consultation. Most of the teaching takes place during group meetings which consist of lectures, demonstrations by the trainers, discussion by the parents, and behavior rehearsals (role playing) of the skills being taught. The purpose of the meetings is to teach the parents specific behavior management and interaction skills and show them how to design home "intervention" programs. Each weekly meeting lays the groundwork for the topic to be discussed the following week. Therefore, it is important that the parents attend all meetings. If they miss a meeting, they miss valuable information and experiences that will be needed for not only the next meeting, but for their overall training. You may want to develop some incentives for attending the meetings, as well as some safeguards against falling behind in the training.

First, depending on the policies of your agency or sponsor, a formal contract can be used and monetary incentives built in. If they have paid a fee for the program, the parents will have a built-in incentive to attend. If not, there are other ways that monetary incentives can be used. For instance, parents can be required to pay a certain fee for the program and a portion of this money is returned to them each week contingent on their attendance and participation. Other programs have used a credit-check system in which parents write out a number of checks for specific amounts.[2] The checks are then either returned to the parent after completing the program or sent to different charities or organizations when the parent loses credits for missing meetings, not participating, or not completing assignments.

If incentives or contingencies are not built into the program to promote attendance, you may find it helpful to make a rule stating that if a parent must miss a meeting for illness or work, the meeting must be made up. A make-up meeting can be held some time the following week at your convenience, or you can ask the parent to arrive an hour early for the next meeting to go over the material that was missed. Since you will have to schedule additional time to meet with the parent, this type of procedure can be inconvenient. However, it can also be very beneficial, because it increases the likelihood that the parents will learn the skills and be successful.

Although you may build motivation or incentive systems into your program, you should work hard to develop a program that is rewarding to the parents. Ideally, they should like the program and recognize the benefits of the training. One way to accomplish this is to develop a close professional and personal relationship with the parents. Help the parents trust you by showing concern and empathy for their problems, by helping them develop solutions for their

problems, and by recognizing their accomplishments, even if very small. Praise the parents as often as possible for their hard work, for the changes that they've accomplished, and for the effectiveness of their home programs. Another way to develop trust and a good parent-trainer relationship is to show interest and concern for events in the parents' lives that may not be related to their children and behavior problems. For example, ask about their jobs or talk with them about their hobbies and interests. Get to know them.

Individual Consultation

Following each group meeting, you will have individual consultation sessions with the parents. During these sessions, you and the parents will decide the specific strategies and techniques they will use in their home programs. You will have the opportunity to get to know the family better and begin to build close relationships. Therefore you will be in a good position to assess their progress and determine the techniques they should use in their home. Because each family may come in with different problems, there may be a time, after the basics of the program have been taught, that each family will concentrate on changing a different problem behavior and use a different intervention technique. These regularly scheduled, individual meetings will help you to identify and deal with implementation or other interfering problems.

Suggested Program Format

1. Hold two-hour group meetings once a week for a period of eight weeks. (If needed, additional meetings can be held.)
2. Begin each meeting with a brief review of the previous meeting and discussion of the home assignments for the past week.
3. Structure the meetings so there will be enough time to complete the weekly lecture, demonstrations, and behavior rehearsals while leaving some time for questions and discussion of the parents' problems.
4. During the behavior rehearsals of the skills, divide the group into smaller groups (when there is more than one trainer) and provide adequate space so each group can practice without disturbing the other.
5. Encourage notetaking by the parents. You may want to provide paper and notebooks.
6. Encourage active discussion of the topics and prompt questions regarding the specific skills and their use. Discourage the discussion of non-related topics during group meetings and encourage the parents to talk about these during the coffee period following the meeting.
7. Following the group meeting, meet briefly with the parents for their individual consultation sessions. Allow enough time so that these sessions can be held weekly and that they are not seen as last-minute thoughts. Generally, the group meetings should last

one and a quarter hours, leaving 45 minutes for consultation.

8. Hand out the next week's assignments and discuss with each parent his or her specific home assignment and intervention program.
9. Schedule a coffee and/or refreshment period during the time individual consultations take place. You may supply refreshments or request that the parents take turns providing them.

Selection and Preprogram Assessment Procedures

Goals and Activities

1. Gather information about the family and the child's behavior.
2. Determine the appropriateness of the training program for the family.
3. Evaluate the parent's motivation and readiness to change.
4. Describe to the parent the program and the type of commitment needed to be successful.
5. Evaluate the parent's willingness to attend meetings, complete home assignments, and follow through with the home program.

The selection of parents for the training program may depend in part on the agency or group sponsoring the program. Whenever possible, however, you should choose parents who appear highly motivated and genuinely interested in changing their children's behavior, because their success will depend on their participation and their ability and willingness to use the skills they learn.

Procedures

1. Interview the parent, parents, or other adults participating in the training program.
2. If possible, observe the parents and child(ren) interacting either in their home or in the parent training location.
3. Ask the parents to fill out the preprogram assessment forms.

Participant Interview

Interviews with potential participants (couples can be seen together) should be conducted before selecting the group members. The interview gives you the opportunity to describe the program, learn more about the parent-child problems, and assess the parent's motivation and readiness to change.

Describe the program's focus and structure, and briefly explain the types of skills that will be taught. And most important, emphasize the amount of time and effort required to learn the skills and to make substantial behavioral changes. Make it clear that regular attendance and active participation in the program are vital. As you talk with the parents, try to assess their motivation and their willingness to commit time and energy to the training.

During the interview, ask the parents to describe their children's behavior. When a parent describes a problem in vague or diagnostic terms, help him clarify the situation by asking for a more specific

description of the behavior: "What do you mean by hyperactive?" "What is he actually doing?" "Could you be a little more specific?" Try to learn more about the parents' responses to problem behaviors. For example, if Mr. and Mrs. Hathaway state that Johnny frequently fights with his younger brother when he doesn't get his own way, you can ask, "What do **you** usually do when Johnny does this?" The interview should give you an impression of family interactions and the types of changes that may need to take place.

The interview also gives you the opportunity to learn more about the family as a whole and each individual member. Inquire about other problems the family may be experiencing, such as financial or marital troubles. Such problems may interfere with the parents' ability to use the program at home. If you learn about them now, they can be anticipated and dealt with directly during the program.

A working relationship with the parents can begin to develop during the initial interviews. For an excellent description of a preprogram interview, see the book, *A Program for Families of Children with Learning and Behavior Problems*, by Martin A. Kozloff.[3] This book also offers an assessment and programming guide that addresses such issues as the parents' readiness to change, their trust in the trainer, and problems that may occur.

Assessment Procedures

Other procedures can be used to assess what is going on between parent and child. These assessment measures (see Appendix B) provide information about current difficulties and baseline information and data that can be used for program evaluation purposes.

Participant Questionnaire - This questionnaire is designed to gather demographic and background information about the parents and to assess the needs of the family.

Children's Problem Behavior Checklist - A problem behavior checklist is a relatively easy and cost-efficient way to gain information about the parents' perception of the children's behavior. It tells you which behaviors the parents see as problems and would like to change. The parents can complete a checklist for each of their children. By using a checklist before the parents begin the program, you can target particular behavior problems and follow their progress throughout the training.

Other Behavior Checklists - There are a number of behavior checklists that can be used for assessment or evaluation purposes. These include the "Walker Problem Behavior Identification Checklist,"[4] the "Referral Problems Checklist,"[5] and the "Child Behavior Checklist."[6] There are also a number of other standardized checklists that may be useful, especially for evaluation purposes.

Written Behavioral Vignettes[7] - These vignettes, to be completed by the parents, can help you learn more about the parents' present way of responding to problem behaviors and their use of interaction skills. When both parents are involved in the training each should in-

dividually complete the written vignettes. Their responses can then be compared for consistency in handling problems.

Direct or Videotaped Observation of Family Interactions - Although these observations may be difficult to arrange, they are probably the most helpful way to learn how the family functions. You can visit the home to observe the family or can videotape parents and children in an observation room or similar facility. You should be watching the interactions of parents with the target child, children with each other, and the family as a whole.

Whether family members are at home or in a videotaping studio, you should set up some structured situations for them to make sure that interactions such as giving and following instructions and teaching occur for you to observe. For example, tell the parent to give the child a number of instructions, work with the child on a task, or teach the child a skill. You should then observe how the parent gives instructions, whether the child complies or not, and how the parent responds to the child and to behavior such as whining, arguing, or fighting.

These situations may not reflect the total spectrum of everyday family interactions, but you will be able to identify parental responses to particular behaviors. And even if family members are on their "best behavior," problem or ineffective interactions are likely to surface.

Consultation Procedures

The Consultant's Role

Consultation is a way to give parents the individual attention and help that they normally would not receive in a large group. This component of the training program is very important because it gives you the opportunity to design individual intervention programs that take into account each family's unique situation. Different problems occur, and different expectations and tolerances exist. Therefore, solutions to their problems may need to vary.

To be an effective consultant you need to establish both a formal, professional relationship and an informal, personal relationship with the families. They need to see you as both knowledgeable and supportive—someone to help them change their children's behavior and someone who will empathize with their troubles and give them a pat on the back when they need it.

You can begin getting to know the families you will be consulting with by sitting in on or conducting their interviews and by going over their preprogram assessment forms. More information about their specific problems and characteristics can be obtained during the consultation session following the first group meeting.

During the sessions, you should discuss and deal with the individual problems the parents face, those they may not want to talk about during the group meeting, or problems needing individual attention and more in-depth analysis. Frequently you will act as a trouble shooter, anticipating problems and trying to develop ways the parents can avoid or handle them when they occur. If the parents need additional advice or assistance, you should be available at other times, either for phone or direct, in-person consultation.

In general, your tasks as a consultant are to:

1. Help the parents design home intervention programs.
2. Assess their progress.
3. Make necessary changes, revisions, and additions to their programs.

These will be fairly easy to accomplish with some parents. With others, these tasks will be more difficult and will require more of your time. However, in all cases you can use the same basic approach to developing intervention programs and solving problems. This approach consists of a seven-step procedure in which you:

1. Identify the problem behavior.
2. Identify an alternative behavior.
3. Identify the current consequences and interactions.
4. Discuss alternative consequences and intervention techniques.
5. Select an alternative consequence and describe the intervention program.
6. Assess the parent's progress and the effectiveness of the program.
7. Decide if the intervention should be continued, revised, or a new program started.

From the beginning, let the parents know that you are there to help, not to test or evaluate them. Encourage them to be open and

honest with you, to reveal problems that occur, and to describe the home situation as accurately as possible. Help them understand that it is to their disadvantage to cover up or minimize problems—since before problems can be solved they have to be identified.

Describing the Problem

The consultation procedure should actively involve parents in developing the intervention programs. You can do this by asking specific questions. Ask them to describe interactions, to give their suggestions, and to reveal any other relevant information. The first steps are to identify a problem and get a description of the way it is typically handled. This may require some probing. For example, some discussion between the Millers and the consultant was needed to fully define their daughter's bedtime problem.

Mr. Miller: Susie puts up a big fuss when it's time to go to bed. Every night it's the same old thing.

Consultant: Well, can you describe what actually takes place? Do you have some sort of routine?

Mrs. Miller: Well, her bedtime is at 8:30, so about 8:15 I usually say, "Okay, Susie, you have 15 minutes. Be sure to wash up and brush your teeth and then I'll come and tuck you in."

Consultant: So then what happens? Does she do what you ask her to do?

Mrs. Miller: She's usually pretty good about that. She'll wash up—oh, she might dawdle a little and play around in the water but she'll eventually finish. Then around 8:35-8:45 I check on her and see she's still in the bathroom, but she's trying to finish up.

Consultant: Then what happens?

Mr. Miller: Then we usually tell her, "Okay get into bed and I'll tuck you in and kiss you goodnight."

Consultant: Does she usually follow your instructions? That is, does she get into bed?

Mr. Miller: Well, sometimes she does and sometimes she says things like: "I haven't brushed my teeth yet." Or, "There's something I forgot to do for school."

Consultant: So about how long do you think it takes her to get into bed after you've asked her to?

Mrs. Miller: Well, after she's done in the bathroom, oh, maybe 10-15 minutes.

Consultant: Okay. Then when she's in bed, what happens? Does she go right to sleep or is there a problem?

Mr. Miller: Well, she lies there for about five minutes and then she usually tells us she's thirsty. Although sometimes she says she has a headache or stomachache.

Mrs. Miller: Lately, I've just been leaving a glass of water by her bed so that when she says she's thirsty, I say, "Well,

the water is right next to you; go ahead and take a drink."

Consultant: That's good. This way she doesn't have to get up to get the water or you don't have to go get it for her. So then after she's had something to drink, what happens?

Mrs. Miller: Then about five minutes later we hear her say, "I can't go to sleep, I have to go to the bathroom," or sometimes she says, "I'm afraid," or "I have a headache."

Consultant: So she seems to be making a lot of different excuses?

Mrs. Miller: Yes, she can find hundreds of things to get me back in the bedroom with her.

Consultant: So when she calls out because she has a headache or she's afraid, you or your husband go back to see what is wrong. Is that right?

Mrs. Miller: Yes, that's usually what happens. One of us will go back and say, "Okay, this is the last time. What do you want? You know you have to get up early for school tomorrow."

Consultant: So about how long does all this go on?

Mrs. Miller: Well, probably a good half hour or 45 minutes, sometimes an hour before she falls asleep.

Consultant: Does she do anything special to get to sleep, or do you do something to help her go to sleep?

Mrs. Miller: Well, lately it's been getting so bad that the only way I can get her to go to sleep is if I sit with her or lie down in her bed and rub her back or tell her a story.

Consultant: So you've been staying in her room with her until she falls asleep?

Mrs. Miller: Yes, that's been going on now for a few weeks and it seems to help.

Consultant: You mean that she seems to fall asleep when you are in there?

Mrs. Miller: Yes.

Designing Intervention Programs

Once the specific problem has been identified and you have a good "picture" of the way the situation is currently handled, you are ready to discuss the intervention techniques the parents can use to change the situation. Be sure you know the parents' overall goals, that is, what they want the child to be doing. For instance, in the example above, Mr. and Mrs. Miller's goal is to get their daughter to go to bed on time. They also want her to stop creating excuses to get out of bed and get them into the room.

The intervention program should include methods for 1) teaching and increasing an alternative behavior and 2) reducing the problem behavior. Therefore, in most situations you will need to suggest a positive consequence (praise, points, activities) and a negative consequence (time-out, ignoring, penalties). Actively involve the parents in selecting the intervention methods and specific consequences.

After all, they are the ones who will be using them. Ask them for suggestions: "How do you think this problem could be handled?" "What type of positive consequence could you use?" "What could you do to decrease this behavior?"

You may discover that some parents can not or will not use a procedure such as time-out. Others are not able to ignore problem behaviors. With their help, you can select an intervention strategy that they will feel comfortable using. If a parent doesn't like the one you recommend, suggest another. Be creative. Help the parents adapt the techniques to their lifestyle and values.

Implementing the Program

Once a problem behavior is identified and a home intervention procedure designed, the parents are ready to begin implementing the program. Before they try the program with their children, give them the opportunity to practice the intervention procedure in different problem situations.

For example, Mrs. Allen has decided to use a star chart/motivation system with her five-year-old daughter. She identified her daughter's problem behaviors as: washing up in the morning, brushing her teeth, combing her hair, putting her toys away, eating vegetables, going to bed on time, and whining. Mrs. Allen designed a star chart and plans to use stars as rewards. She also plans to ignore the whining, although the child can earn a star for not whining. Before implementing the program, she and the consultant practice explaining the star chart to the child so her explanation will be clear. They also rehearse different situations in which she either rewards the child (giving her stars) or tells the child she didn't earn her star. Using this procedure, the consultant, playing the role of the child, shows Mrs. Allen what can occur when the child reacts negatively (cries, whines, argues) to not earning a star. Mrs. Allen now has the opportunity to prepare herself for different reactions and can plan and practice her responses.

Explain to the parent that when new discipline procedures are being tried, a child will often react inappropriately (misbehave more) at first to test the new procedure. The child is discovering that the rules have changed. The child may be used to getting what he wants and to controlling the parent. Since the tables are now turned and the parent is trying to gain some control over the child, the parent should **expect** the child to react badly at first to the new rules. It is important to prepare parents for this and give them the opportunity to practice responding to an increase in inappropriate behavior. If not, they may quickly become discouraged when they begin their program and see the child's problem behavior increase.

To help minimize a child's negative reaction to the program, you should suggest that the new procedures be explained to the child ahead of time so he will know what to expect. The parent should show the child just how the new program will work and then practice each step with him. For example, Mrs. Allen, after explaining the token system to her daughter, showing her the chart and the stars,

and describing the rewards she can earn, can practice both delivering the reward (giving the star to the child) and informing the child that she did not earn a star. The child has the opportunity to experience not earning her stars (or in other cases losing points, tokens, or receiving some other penalty) in a practice situation. The parent has the opportunity to teach the child the importance of responding "appropriately" (accepting the penalty without arguing, pouting, or complaining) to a negative situation (not earning stars).

Once parents begin implementing their programs, make home visits or phone them during the week to assess their progress, give support, and to provide any needed advice. Make your visits or phone calls early in the week so you can identify potential problems and deal with them before they become severe. If parents are having difficulty at home, the earlier you pinpoint the problems and provide feedback, the less time they spend either using a procedure incorrectly or not using one at all. If you are unable to either visit or phone the parents, be sure you discuss their experiences during the next consultation session.

Dealing with Implementation Problems

When you discuss progress with a particular problem behavior, begin by asking the parents very general questions, such as, "How are things going with the program you developed to help Jenny remember to brush her teeth and wash up in the morning?" If the parents respond with "Oh, she's just doing a real good job," you should praise their accomplishments, but ask them for more specific details. For example:

Consultant:	That's great that things are going well. Has she been washing up and brushing her teeth without any problem every day this week?
Parent:	Yes, she's done pretty well. She's done it almost every day.
Consultant:	By almost every day, do you mean there are some days that she's missed?
Parent:	Let's see, she didn't finish washing up today or yesterday.
Consultant:	Well, it looks like she started out the week pretty well. Can you think of any reason why she had problems today and yesterday?
Parent:	Well, we got up kind of late and she made a big fuss about what she was going to wear to school.
Consultant:	That can be a problem, especially when you get up late. You don't have enough time to do everything that you've planned.
Parent:	Yeah, that's generally how it's been these last two days.
Consultant:	I know you wanted her to make her bed and clear off the breakfast dishes. Well, maybe before you begin scheduling other things to do in the morning, you need to set up a specific schedule so that you get

Jenny up at a certain time, for example, 7:30. Then she has between 7:30 and 8 to wash up and get dressed, 8-8:30 to eat. That leaves 20 minutes for her to do other things like clear the table, etc. How does that sound?

Parent: Yeah, it looks like we might need that kind of thing because right now what happens is we get up and the first one who gets in the bathroom uses it, and if she doesn't get in, she just usually plays around in her room. And before I know it, it's time to leave and she hasn't finished dressing or washing.

Consultant: Okay, then why don't we work on a schedule right now and see if we can divide the time up so that both of you can get what you need done.

Your job is to determine why the intervention program is not working and how it can be changed so that the parents can achieve their goals. Programs can be ineffective for a number of reasons. Many of these have to do with problems the parents have using or implementing the procedures. Some of the more common implementation problems are:

Time management. If a parent has attempted to implement the program but has stopped, a problem with time management or organization may be indicated. To narrow the problem down you can ask the parent questions such as: "What has prevented you from using this program?" or "Why do you think you stopped using _____ (the specific procedure)?" or "Do you feel you have enough time after dinner to work on this?" If the parent says, "Well, when I come home there just doesn't seem to be enough time to do this" or "It seems every time I try to start the program the phone rings or one of the other kids needs me or something else happens to take me away," you can talk about ways to arrange enough time in the day to begin the intervention procedure. You can begin by writing out a daily time schedule. Ask the parent to describe his typical day. Talk about his normal routine—what time does he do what. Try to find holes in the day when he can take enough time for implementing the program. Or, you can help him rearrange the schedule to make more time available. If the parent agrees, have him try it during the coming week. Then check back with him early in the week to see if the changes were successful.

Dissatisfaction with intervention procedure. You may find some parents who say they will rearrange their schedules or take the time to do what you suggest, but who still do not carry through with their plans. You need to discuss this issue and decide if the problem is not really one of time management but one of dissatisfaction with the intervention strategy. Perhaps they find a token system too time-consuming and should try ignoring the problem behavior instead. Or, they may feel that time-out is too disruptive to the family or requires too much of their time and attention and want to use another management procedure. In these situations, a new program using another procedure should be designed.

Changes in tolerance levels. Occasionally you will consult with a

parent who comes up with reason after reason why each of the recommended programs will not fit into his schedule or lifestyle. After ruling out time management and procedural problems, you can discuss the possibility of working on a different behavior problem. For example, Mrs. Brooks developed a program to decrease her son's arguing. Since he argued with her only when he was asked to do something he didn't want to do, Mrs. Brooks also developed a program to teach him how to follow instructions. When the consultant checked with her about the program, she said that she "hadn't gotten around to teaching him instruction-following" and she tried taking away certain activities when he argued, but he seemed to find a way to do them anyway. Next, the consultant asked her if she would like to try using a different procedure, such as ignoring, setting up a token system, or using time-out. Mrs. Brooks replied, "Well he really hasn't been arguing much, so I've just kind of been letting it go." The consultant responded, "Well, that's great that he's not arguing as much. About how often do you think he argues now during the day?" Mrs. Brooks answered, "Well, maybe only half a dozen times during the day." The consultant, checking back into the records, found that arguing was occurring at approximately the same rate now as it was when Mrs. Brooks entered the program. He decided to talk with her about the change in her perception of the behavior. The consultant suggested they select a different behavior problem to work on since it sounded as though Mrs. Brooks had lost interest in or developed a greater tolerance for arguing.

When you notice a problem related to changes in tolerance levels, talk to the parents about it: "Well, it sounds like you're not interested in working on _____ (behavior) anymore." The parents' reply may be, "Well, we are, but we just don't see it as a big problem." Although you may feel that it is a problem and can be changed fairly easily, it may not help to try to pursuade them to work on it. Instead, let them choose another behavior to change—one which they consider more disturbing. Consultants can easily fall into the trap of selecting a particular target behavior on the basis of its preprogram or baseline data and their own perceptions. However, if the parents are hesitant to work on it, if they do not see the behavior as disruptive enough, they will probably not want to spend the time and energy changing it. Therefore, let the parents, with your guidance, select the behaviors they want to change. If one particular behavior is considered more severe or annoying, that is the one they will probably want to deal with first. Once the parents have experienced success with a behavior that was important to them, they will have more confidence in themselves as change agents and in the intervention procedures and will be more inclined to work on other behaviors.

Interfering or non-supportive adults. Another implementation problem can occur when others close to the child (other parent, siblings, or grandparents) sabotage the program by responding to the child's behavior in a way that directly conflicts with the parent's strategy. For instance, a mother participating in the program decides to ignore a particular behavior. Although she explains the procedure to her husband, he does not believe that ignoring a prob-

lem behavior is the correct way to proceed. He may unknowingly sabotage her efforts by using a different approach and paying attention to the behavior. Other family members can also interfere with the program. For example, grandparents who live with the family or visit often may "give into" the child because they think the parents are being too strict or because they feel sorry for him. To minimize these interferences, help the parent work out an agreement with the others concerning the way the child is to be disciplined. You and the parent can practice "talking to these other people," describing and explaining the program or making compromises about discipline procedures. Stress the importance of consistency throughout the program. However, a lack of total consistency should not be a reason for abandoning the program.

It is important that you identify the implementation problem or reason for the program's ineffectiveness as soon as possible. Then, try to develop a workable solution or alternative the parent can try.

For example, a single father with three young children wants to teach his oldest son to do some of the household chores, especially those around dinner time. The father gets home from work and usually begins preparing dinner, setting the table, doing other household chores, such as emptying the dishwasher and putting out the trash. One of his goals is to teach his oldest boy, an eight-year-old, how to set the table and put away the clean dishes so he can concentrate on making dinner and so the child begins to have specific responsibilities around the house. He decides to give the child an allowance for doing these chores and selects a specific teaching plan and the positive consequences to use. A week after designing the program, the consultant asks, "Well, how are things going with your program to teach Leroy those household chores?"

Parent: Unfortunately, I really haven't had time to do much. I'm just so busy I haven't had time to teach him what to do.

Consultant: I know, it's pretty rough when you are real busy and have to come home from work and start cooking and cleaning. But wasn't one of the reasons you wanted to teach Leroy to do some of these things so that you would have less to do and could spend more time with the kids, teaching them things and playing with them?

Parent: Yeah, that's right. But I just can't seem to find the time to teach him how to do them. It's a vicious circle.

Consultant: Maybe what we need to work on now is rearranging your schedule. We could examine what you are doing now when you come home, and see if we can arrange enough time in there so that you can teach Leroy or find some other time during the day, perhaps on the weekends, to teach him these things. Maybe we can find some things that you do that

don't really need to be done as soon as you come home, but can wait until the kids are in bed. Would you like to try to work on this now?

After you have assessed the parents' progress you can decide if they should continue with the present program, revise it, or if they are ready to begin working on a new problem.

Maintaining Parent's Behavior

Support for Parents

Although the behavior management techniques presented here are neither difficult to teach nor learn, some parents find it hard to use them consistently in everyday interactions with their children. Old habits are often hard to break, especially if the immediate effects of the new methods are not totally positive. Two important concerns for parent trainers, therefore, are how to help parents use the skills with their children during the program and how to help them continue to use the skills once the training is completed.

During the training program you can help parents overcome many implementation or utilization problems by providing support, advice, additional training, and encouragement to use the techniques and to produce changes in their families. The support offered by other group members can also be very helpful, especially to parents who lack encouragement at home.

Once the parents complete the program, these outside sources of support may disappear. Because each family often has its own, separate social network, it is not realistic to expect parents in the group to stay in contact with each other to provide further assistance and support. If both mother and father participate in the program, they may be able to give each other the advice and recognition they need to maintain the behavioral changes. You can help the couple develop this supportive relationship during consultation sessions by teaching them how to assist, reward, and give feedback to each other. This is especially important if they are to maintain a consistent childrearing and discipline approach.

After completing the program, most parents optimistically expect to continue using the skills with their children. However, without continuous observation and awareness of their own behavior, parents may slip back into their old patterns of behavior. This is particularly likely after parents have reduced or eliminated the most severe or annoying problem behaviors. They may feel that they are now better able to handle their children and don't need the management techniques. You can prevent some of this by stressing, throughout the program, that the skills are not tools to use or plug in **only** in emergency situations, but they are skills that can be integrated very naturally into a family's daily life.

Issues relating to the maintenance of skills are addressed throughout the program. During meetings and consultation sessions, you should discuss actual and potential implementation problems and stress the importance of incorporating the teaching and management skills into the family's routine patterns of interaction. In addition, part of Meeting 8 is devoted to talking specifically about maintaining behavioral changes. There are also some things you can do following the program to increase the likelihood that the parents will maintain their behavior.

Follow-up Meetings

Although the training program officially lasts only eight weeks, during the next six to twelve months you should try to hold an additional three or four follow-up meetings at varying intervals of time. These meetings help reduce the parents' dependence on you and the group. They can be used to help the parents practice, improve, and maintain their skills. If you intend to evaluate the program, follow-up meetings also provide ideal opportunities to collect outcome data.

The first follow-up meeting can be scheduled a month after the last group meeting. Encourage the parents to call you if they have problems during this month. In addition, before the first follow-up meeting you should phone the parents several times or, if possible, make home visits to check on their progress and to provide support, advice, and encouragement. Additional meetings can be held once every few months (three, six, and nine months after training) or more frequently if the parents need further help and your schedule permits.

During the follow-up meetings, encourage the parents to talk about new behavior problems and the techniques they are using to deal with them. If they admit they are not using the management skills when problems occur or if you **suspect** that they aren't using them, try to meet and consult individually with them about problems and intervention strategies. You may also need to discuss implementation problems and make a home visit or a phone call to check their progress and give them feedback.

At the meeting, you should discuss the problem of behavior maintenance and address these issues: Have the parents maintained their own, as well as their children's, behavioral changes since the program ended? Have their "old ways" crept back? If so, why? What prevents them from **using** the skills?

If you find that parents either are not using or are having trouble using the skills, try to determine the reasons for these problems and identify solutions. There are a number of reasons why parents may stop using the skills. These include:

Satisfaction with behavior changes. Parents may feel they no longer need to use the skills because they have "gotten rid" of the problem behaviors.

Outside interferences or competing forces. Problems (unemployment, alcohol abuse, divorce) other than their children's behavior may compete for their time and energy. They may decide to neglect or not deal with the behavior problems at this time.

Ineffectiveness of behavior change program. Parents may stop using the skills because they haven't been successful. Instead of making changes in their programs or trying other techniques, they abandon the effort altogether or apply the procedures haphazardly or incorrectly.

Lack of support and encouragement. Behavioral changes can take a lot of time, energy, and patience. When parents have no one to go to for support and when no one offers any encouragement and recognition for their efforts, parents may decide that the changes are too difficult and that, for now, it is easier to live with the children the way they are.

Between the follow-up meetings or when such meetings can not be offered, you should phone the parents. At first, you should call every week or two, then slowly reduce the calls to one every month, every two months, etc. Parents may need occasional prompting to help them remember to use some of the techniques—these phone calls can provide the needed reminders. Let the parents know that just because the formal program has ended, they are not being abandoned. Encourage them to call you or another parent when they have questions, when problems arise, or just to talk about their accomplishments and progress.

You can also determine if the parents are maintaining their skills by collecting follow-up data. You can use the same measures that you used during the program or design specific follow-up measures (questionnaire, checklist, or telephone survey). Behavior checklists or individual data sheets for specific target behaviors are quick and easy to use for assessing problem behaviors. Parents should also be encouraged to continue to keep track of their children's behavior even after the program meetings end. They can do this by simply continuing to use the behavior charts and other measurement systems they developed. Keeping track of behavior gives them continual feedback and can help parents from slipping into their old response patterns and losing some of the gains they have made with their children. Slipping can occur at such a slow rate that a parent can fail to notice changes in the child's behavior until the problem has become severe again.

Another easy reminder parents can use is a "behavior satisfaction form" on which they rate their satisfaction with their children's behavior. Parents can use this weekly, or even less frequently, to keep track of specific behaviors and to prompt them to use or change a management technique or develop a new behavior change program.

Whatever method of follow-up contact you use, you should be satisfied before ending the training meetings that the parents have learned the skills, are able to use them effectively with their children, and that implementation and maintenance problems have been solved. If parents have found the skills helpful and effective and if they have begun to incorporate them in their daily lives, they will be more likely to continue using them once the program is over. If you have been successful in decreasing or eliminating some of their implementation problems, then the parents will be even more likely to maintain their behavior.

Week 1: Orientation and Introduction Meeting

Goals and Activities

1. Get acquainted. Introduce yourself to the group and give the participants the opportunity to meet each other.
2. Describe the training program. Explain its structure and content and answer questions.
3. Complete any assessment measures not finished before the first meeting.
4. Obtain informed consents if these have not been collected earlier.

Materials

1. Name tags. Provide name tags for everyone during the first few weeks of the program.
2. Evaluation or assessment measures to be completed during the first meeting.
3. Written informed consents.
4. The next week's reading and home assignment or the book of readings that will be used during the course.

Getting Acquainted

The first meeting provides an opportunity for group members to get to know each other. This activity is important for two major reasons. First, as indicated earlier, your relationship with the parents can be an important factor in their participation and progress throughout the program. Second, the relationships that develop between the parents can be another motivating force, as well as an important source of support. Since many parents have little or no support from others in their daily lives, you should encourage and reinforce the parents' supportive relationships with each other. When parents offer help or programmatic suggestions to others, be sure to recognize their contributions and thank them. However, there may be times when one or two parents try to monopolize the discussions, make unreasonable suggestions, or give contradictory advice. When this happens you should thank them for their interest or concern, but be careful not to encourage inappropriate behavior or advice. In general, try to encourage those interactions that are supportive, helpful, and friendly.

You can break the ice by introducing yourself first. Explain that one of the purposes of the meeting is to get acquainted with each other. Begin by telling the group a little about yourself. For instance,

you can describe your family, if appropriate, or your professional experience. Or, you may want to talk about a hobby or interest you have. Next, ask the parents to introduce themselves and briefly describe their family. They can also explain their reasons for joining the group, the kinds of problems they are having with their children, and what they hope to learn from the training program. If the parents are open and seem comfortable talking to the group, encourage them to talk about their work, hobbies, or other interests. When a parent seems reluctant or embarrassed to talk, you can help by asking questions such as, "How many children do you have?" or "What types of problems have you been experiencing with your children?" Since many of the parents will have experienced similar problems, encourage them to be open and share their experiences with each other. Also, ask them to describe how they handled problems in the past and the techniques they found effective.

Introducing the Program

After the group has become acquainted, give a brief description of the program. Describe its basic structure (number and duration of meetings) and introduce each of the topics that will be covered. Discuss the purpose of the training and the general requirements for each meeting (readings, home assignments). Spend some time explaining the consultation sessions. Describe when they occur, how long they last, and what will be accomplished. If the group is for single parents, parents of retarded children, or another special interest group, give a description of the program elements that are specifically designed for them.

As you describe the program you may find that some parents ask questions or make comments about it. If no one does, try soliciting or inviting questions and discussion. You want to make sure that if any parents have concerns about the program—its requirements, goals, or procedures—that they be addressed as early as possible.

Stress the importance of making a commitment to the program and following through with it. Explain that a commitment to the program must include a willingness to put a lot of time and energy into not only attending meetings and doing home assignments but into changing their behavior and their children's.

Completing Assessment Measures

Assessment measures can be filled out during the preprogram interview or the first meeting. However, you may find that some of the measures (for example, the behavior checklist and questionnaire), if completed during the interview, will help in your selection of participants. If any assessment measures are to be completed during this meeting, you should describe each of them and explain how and why they are used.

Explain how to fill out the forms (if a rating scale is being used,

explain the scale) and make a statement regarding their purpose. You may want to assure the parents that the assessment measures are being used to evaluate the **program** and not them. You need to have some indication of how the parents are doing in the program, what they've learned, how they like it, and how it is affecting the children, in order to assess the effectiveness of the program. Parents may feel threatened or intimidated if they think they are being evaluated, but if your explanation makes it clear that you are interested in evaluating the program and yourselves, as trainers, they will feel more comfortable filling out the forms. If you are using an informed consent, ask the parents to read it and give them the opportunity to ask any questions before they sign it.

Lecture

Program structure. The group meets once a week for eight weeks. Each group session lasts approximately two hours and includes a group meeting and individual consultation with each parent or family. The meetings involve lecture/presentations, demonstrations, discussions, and behavior rehearsals.

Behavior rehearsals (roleplaying) are used to help parents practice using the interaction skills in simulated problem situations before they try them at home. They also give parents the opportunity to try out different responses and assess their relative effectiveness.

Individual consultation sessions can take place during a coffee and refreshment social time immediately following each group meeting. During these sessions, home intervention programs are designed, and specific problems are discussed.

In addition to their specific intervention program, each week parents are given a short reading and home assignment to complete. The home assignments help parents practice using and integrating the skills into the daily interactions with their children.

Each weekly topic lays the foundation for the next week's material. Therefore, a complete understanding of the interaction skills and intervention techniques is not usually possible when meetings are missed or assignments neglected.

Program content. In general, the training program teaches parents ways of interacting with children to change their behavior—to reduce problem behaviors, increase appropriate behaviors, and teach new skills. Parents learn how to deal with and change those unpleasant, often everyday interactions that occur in most families such as temper tantrums, arguing, whining, and bedtime problems. Because the program's focus is on changing the behavior of both the parent and child, the first skills taught are how to observe, describe, and measure behavior. These skills help parents pinpoint exactly what their children are doing and what they need help with. They also help them keep track of their children's behavior and assess their progress. Observing, describing, and measuring behavior are the first steps in developing a behavioral framework for analyzing and dealing with the family's problems.

Next, the participants learn how parents and children teach each other how to behave. This information lays the groundwork for learning specific behavior change and teaching techniques. In later weeks, parents are taught about the important role that consequences play in encouraging and maintaining problem behavior and how changing the consequences can reduce problems. The specific behavior change techniques they learn are ignoring problem behavior, removing rewards, applying penalties, using time-out, and encouraging appropriate behavior through teaching. Finally, ways to prevent and anticipate future problems are discussed.

Program goals. The major goal of the training is to teach skills that, when used, can result in more pleasant and enjoyable family interactions. Throughout, the focus is on training the parents to teach their children responsible ways of behaving (doing household tasks, resolving conflicts without fighting, and following instructions) while at the same time decreasing and discouraging problem or irresponsible ways of behaving.

Parent Involvement

Parents participating in the training program are expected to:
—attend each meeting (or make up meetings that are missed).
—complete reading and home assignments.
—implement the intervention program in their homes.

Attending the meetings and reading the assigned materials alone will not change children's behavior. The skills need to become natural parts of the parents' lives. Only by **using** the skills, trying the different techniques, and seeing which work best for their family and which are the most comfortable to use, can parents begin to make significant improvements in their children's behavior. At first, these changes may not come easily, but after parents become more skilled and comfortable using the techniques, improvements occur more rapidly. However, changes take time, energy, and an ongoing commitment to alter often hearty behavioral habits.

Every change technique or intervention procedure may not be suitable for every family. Parents may need to try more than one before finding a good fit—one that is both effective and relatively easy to use. Or, they may choose to use different procedures for different problem behaviors or with different children. Whichever techniques parents choose, they must use them **consistently** to achieve positive results.

The intervention procedures can be very powerful—they can help parents change very troublesome behaviors. But, changes do not usually occur over night. In fact, things often get worse before they get better. Children's problem behaviors may escalate before they begin to decrease. This can frighten many parents and discourage them from continuing the intervention. Therefore, they need to be warned that this may happen and prepared to follow through with their plans.

Parents can avoid or anticipate some of the difficulty they may have with intervention programs by:

—identifying their problems.
—deciding what they have to do to solve these problems.
—admitting how much time and work they're willing to put in to dealing with the problems.

And finally, parents need to be honest and realistic. If there are only a few behaviors that bother them, they need to admit this. They are the ones living with the children, and they must decide what they want their family's interactions to be. They can be taught what to do, how to interact with children, but only they can do it.

Throughout the meeting, encourage parents to ask questions about the program. You can help avoid later misunderstandings by routinely asking the parents for their questions or comments regarding the material.

Individual Consultations

After completing the other items on the agenda, you can assign parents to their individual consultants and hold brief consultation meetings. During the meetings, spend a few minutes learning more about the family, getting additional background information, or finding out details about the child's behavior. Arrange a time during the week to phone the parent to see how things are going. You can also use this phone call to answer questions they have about the reading material, to show support and interest in the parent, and to help develop a productive and positive consultant-parent relationship. Give the parent your phone number so he can call you if a problem arises. If you are using written contracts (a sample weekly contract is provided in Appendix C), write down the activities the parent agrees to do during the week and those you agree to do, such as calling at a certain time.

Resistance to Change

During the first meeting you may find some parental resistance to the program. One common reaction may be a philosophical difference or disagreement about the behavioral approach and the use of "rewards." If you encounter this type of challenge, do not respond defensively. Instead, simply describe the program and its goals, and explain how the interaction techniques are normal, often very natural ways of behaving. Give the parents examples of how they use some of the behavioral techniques and rewards in their everyday interactions with their children without even knowing it. Describe how they often "reward" their children for acting appropriately as well as for acting inappropriately by giving attention or permitting activities. Be sure you acknowledge the parents' concern about using the techniques. At the same time, point out that the skills they will learn are intended to enhance their relationships with children and certainly do not ignore the children's rights, feelings, or needs.

Closing the Meeting

At the end of the session ask the parents again if they have any questions about what has been said or discussed. Hand out and discuss the next week's reading and home assignments and remind everyone about the time and location of the next meeting.

Recommended Readings for Parents

Each week parents should read material that is related to the topics that will be presented at the **next** meeting. The readings listed below and at the end of each section are suggested because they provide the basic groundwork for each weekly meeting. However, a number of other books for parents are currently available and you may wish to select other or additional relevant readings.

The reading assignments for Weeks 1, 2, and 3 are from the books listed below. The entire reference citations for the books are not repeated in each section. Instead, the weekly readings are listed by title of book and page or chapter numbers.

Recommended Books:

1. Baker, Bruce L.; Brightman, Alan J.; Heifetz, Louis J.; and Murphy, Diane M. *Behavior Problems.* Champaign, Ill.: Research Press, 1976.
2. Kozloff, Martin A. *Educating Children with Learning and Behavior Problems.* New York: Wiley-Interscience, 1974.
3. Patterson, Gerald R., and Gullion, M. Elizabeth. *Living with Children: New Methods for Parents and Teachers,* Rev. ed. Champaign, Ill.: Research Press, 1976.

Readings: Week 1

Behavior Problems: Chapter 1; Chapter 2, pp. 13-23.
Educating Children with Learning and Behavior Problems: Chapter 1, Sections 5-9 and 12; Chapter 5, Sections 1-3 and 5-11.
Living with Children: Chapter 7.

Home Assignment

Think about your child's behavior. Write down five behaviors you want to decrease, five behaviors you want to increase, and five new behaviors or skills you want to teach.

Behaviors to Decrease

1.
2.
3.
4.
5.

Behaviors to Increase

1.
2.
3.
4.
5.

New Behaviors or Skills to Teach

1.
2.
3.
4.
5.

Home Assignment

Observe your child for 10 minutes. Do not talk to him but sit or stand across the room from him and observe his behavior. What does he do and say? During the observational period write a narrative description of the child's behavior. Describe both the appropriate and inappropriate behaviors that occur.

Week 2: Observing, Describing, and Measuring Behavior

Goals and Activities

1. Present lecture: Observing and describing behavior.
2. Begin training parents to look at, talk about, and analyze their children's problems from a behavioral point of view.
3. Practice observing and describing behavior using written exercises and demonstrations.
4. Present lecture: Measuring behavior.
5. Discuss and answer questions about this week's topics.
6. Hand out next week's reading and home assignments.
7. Meet individually with parents.

Materials

1. A blackboard or another type of presentation board.
2. Handout: Observing behavior.
3. Written exercise: Describing behavior.
4. Behavior charts and graphs.
5. Next week's reading and home assignment.

Lecture: Observing and Describing Behavior

Observing and describing behavior is the first step in learning how to change behavior and how to improve parent-child interactions. The training program begins with this skill so parents will start thinking about behavior—what other people are doing, what they are doing, and what their children are doing. Because the goal is to teach parents how they can change their interactions with their children, the program focuses on both parents' and children's behavior. Teaching parents to be good observers of behavior will help them become aware of the effect their behavior has on their children and how their children's behavior affects them.

Behavior is what we do. It is **movement** of the body that can be seen or heard, that is **observable.** Anything that can't be observed is not behavior. Parents may say that their children are "angry," "hostile," or "depressed"—those are the labels they attach to their children's behavior. However, the labels do not describe what the child is doing.

Mrs. Wallace is having problems with her son Ted. She says he is "angry." But in order to change his behavior, she must observe what he is doing and be able to describe it in specific terms. After she observes him she can report that she thinks Ted is angry because he ran out of the house, slammed the door, and complained about how unfair she was. Ted may be angry, but what disturbs Mrs. Wallace is his behavior—slamming the door, complaining, etc. What she would like to change is not his anger, but the way he displays his anger. She needs to observe his behavior and then deal directly with it, for example, by teaching him more acceptable ways to show his anger or express what he thinks is unfair.

If what we are trying to change cannot be observed or heard, how can we tell if it is changing in the way we want it to? Parents who want to change their own and their children's behavior must know **exactly** what they want to see more of and what they want to see less of.

Some parents may ask, "What about attitudes and feelings?" What exactly is an attitude? What does it mean to say, "He has a bad attitude?" Does it mean that he doesn't do what his parents ask? Does it mean that he talks back to them or that he fights with his brothers or sisters? The problem with focusing on an "attitude" is that it doesn't describe the problem—what the child is doing—and it doesn't give any clue as to how the parent should intervene—what he should try to discourage or change. In addition, it is not usually a child's attitude that disturbs a parent or that gets him in trouble, it is what he is **doing**—his observable behavior.

Observing Behavior

In order for parents to know how and when to respond to specific behaviors, they need to be able to answer the question, "When does this behavior occur and when doesn't it occur?" The first step in observing behavior, including your own, is to look and listen. Attend specifically to:

What the person is doing. Pay attention to both large and small body movements, such as running, kicking, throwing objects, and making hand gestures as well as overall body posture.

Facial expressions. Look for movements such as eye contact, stares, smiles, and scowls.

What the person is saying. Listen carefully and pay attention to the specific words that are used and the way they are said—the tone of voice. Listen for other communications, such as giggles, sighs, and groans.

The extent of the behavior. How often does the behavior occur and how long does it last?

When and where the behavior occurs. What events and circumstances lead up to the behavior? What time of day does it occur and where does it take place?

The absence of behavior. Be aware of the absence of behavior—movement or behavior that doesn't occur when it ordinarily should—for example, no eye contact between people

talking, no facial expressions when there should be, not answering a question when asked, or not initiating and carrying on conversations.

Describing Behavior

After observing behavior, a parent must be able to describe it so others will know **exactly** what is occurring. An accurate "picture" of parent-child interactions is necessary before an intervention procedure can be recommended. Parents also need to be able to describe behavior so they can give specific feedback to their children. Feedback is much more helpful if it is clear, specific, and includes behavioral descriptions. For example, one parent may say to a child, "When I asked you to hang up your clothes, you acted like a brat." Another says, "When I asked you to hang up your clothes, you turned around, made a face like this, and said, 'You always want me to do everything around here!' " Unlike the second statement, the first does not describe the child's behavior, but may create more of a problem because the label of "brat" was used. The child must know exactly what he did wrong before he can improve his behavior.

In describing behavior, be **specific.** Avoid using adjectives and emotional terms to describe behavior. For example, instead of saying a child has been "bad," describe the child's actual behavior as "he took a toy and broke it." The goal is to describe the behavior in terms that others can easily understand and that convey exactly what has occurred.

Try to stay away from using vague or confusing descriptions such as "Ted is sloppy" or "Jim is very friendly." Instead, break the behaviors down into their specific components. For example, "sloppy" may really mean scattering toys around, not hanging up clothes, leaving cookie crumbs on the table, and dropping the bathroom towel on the floor—four specific behaviors. Being "friendly" may include looking at someone, saying hello, shaking hands, and smiling.

To describe what someone else says, try to repeat exactly what was said. For example, instead of saying, "Tommy was mouthing off," describe what he actually said, "Tommy said 'the neighbor boy is a creep.' " This way, his behavior is described more accurately.

When to Observe and Describe Behavior

Although parents should be generally aware of what their children are doing throughout the day, there are certain times when they will have to "zero in" on behaviors. These times will occur:

When they notice something is wrong. Parents should know when a problem behavior or interaction occurs. They should notice when a child doesn't do what he was asked to do (noncompliance), when children are fighting with each other over which TV show to watch, or when a child starts whining or arguing at bedtime.

When they see something is particularly right. An especially important time for parents to focus on behavior is when children are doing something appropriate—when they go to bed on time without being reminded, when they put their toys away neatly, when they clear their plates without being asked, or even when they are playing quietly and not disturbing anyone.

When they are teaching their children. Parents need to observe behavior very closely when they teach new skills such as following instructions, making a bed, and negotiating conflicts.

Exercise

You can use this simple exercise to illustrate the importance of clear, specific behavioral descriptions.

Ask the parents to close their eyes and imagine a child throwing a temper tantrum. Ask them what they pictured the child doing. The term "tantrum" narrows the range of behaviors they might think of. For example, they probably do not picture a child sitting quietly. However, "tantrum" does not convey exactly what the child was doing. Was the child throwing objects, screaming, kicking the wall? General terms like tantrum, hyperactive, aggressive, stubborn, immature, or lazy may be useful in general conversation, but they do not provide enough information about specific behaviors needed before changes can be made.

When problem behaviors occur outside of the home—at school or in the neighborhood—a parent needs to have clear and specific descriptions in order to deal with the situation. For example, a school teacher might say that Michelle "has a bad attitude in school." But what does that really mean? It could mean almost anything—getting low grades, not finishing her assignments, sleeping in class, talking to others, throwing spitballs, or playing with her electronic football game in class. Each of the problem behaviors might be handled in a different way. But until her parents know exactly which behaviors the teacher is concerned about, they won't know how to help her or how to "improve her attitude." The easiest way to identify the specific problem is to ask the teacher to describe Michelle's behavior. The parents can say, "What are her specific problems in school—what exactly is she doing?" and "What specifically can we do to help?"

Similarly, when a neighbor tells a parent that his child doesn't play fairly with the other children, the parent needs to know exactly what the child is doing before an appropriate discipline measure or teaching approach can be taken. A good description of behavior includes a detailed breakdown of the behavior and information about **who** is involved, **when**, **where**, and **how often** it occurred.

Written Exercise: Describing Behavior

Before you hand out this exercise which is found at the end of this section, ask for questions and comments regarding the material. The purpose of the written exercise is to give parents the chance to practice identifying specific descriptions of behavior. After everyone has completed the exercise, ask each parent to comment on a statement and discuss the correct answer with the group.

Practice: Observing and Describing Behavior

Following the written exercise, give the parents an opportunity to practice observing and describing behavior. You can do this a number of ways. One of the simplest is for you to role-play or demonstrate both appropriate and inappropriate behaviors and ask the parents to describe what they observe. When the group is large, divide it into two or more smaller groups to practice. Another way is to use prerecorded videotape examples of behavior (parent-child interactions, if possible). Parents can watch the tapes and describe what they see. An advantage of videotaped examples is that they can be reshown. "Instant replays" can be extremely useful. For example, when parents disagree about a behavior, the videotape can be replayed to determine what exactly occurred. Whether you practice in large or small groups, and use live demonstrations or videotaped examples, be sure you provide detailed feedback to the parents about their observations and descriptions.

Practice Situations

You can give parents the opportunity to practice observing and describing behaviors by demonstrating a correct and an incorrect way to behave in each situation.[8]

1. Introducing yourself to someone

   Correct: Look directly at the person and introduce yourself, "Hi, my name is _____." Using a firm grip, shake the person's hand.

   Incorrect: Look at the floor and turn away from the person so you do not directly face him. Mumble an introduction. Give a limp handshake.

2. Following instructions

Playing the role of the **child**, demonstrate correct and incorrect responses to these instructions:

a. "Please go to bed now."

   Correct: Look at parent. Acknowledge instruction in a pleasant tone of voice, "OK, goodnight mom."

   Incorrect: In a whining voice say, "I don't want to go to bed now." Stomp your feet on the floor, fold your arms over your chest and say, "I'm not going! I want to watch one more TV show!"

b. "Please hand me that pen."

Correct: Look at the person. Acknowledge the instruction, "OK" or "Here you are." Politely and gently hand the pen to the person.

Incorrect: Do not look at the person. Do not acknowledge the instruction. With an angry look on your face toss or thrust the pen toward the person.

3. Accepting "No"

Playing the role of the child, demonstrate the responses in this situation. Your mother has said you can not spend the night at a friend's house.

Correct: Look at the person. In a calm, normal tone of voice accept the decision but express your displeasure. "OK mom, but I really was hoping I could go tonight. Maybe I could go another night?"

Incorrect: Face the person put your hands on your hips and shout, "Why can't I go! You never let me go anywhere! It's not fair—I'm going anyway." Turn around and stomp away.

Lecture: Measuring Behavior

At this point in the training the parents should have learned how to observe and describe behavior. They now are beginning to acquire the skills they need to change their children's behavior. Before they learn the specific change techniques and launch their first intervention programs, they must select the problem behaviors and determine their extent or severity. Part of this phase involves measuring behavior.

Taking the time to measure behavior. Measuring behavior tells parents if their intervention program is working. For example, if parents are trying to decrease the amount of time a child cries before going to bed, they can measure how long the crying lasts. Most problem behaviors do not disappear over night. By keeping track of the behaviors, parents are aware of their progress, however small, and they know immediately when a program or technique is **not** working. Although time-consuming, measuring can also be rewarding for parents, since small changes in behavior that otherwise go unnoticed begin to show up.

There are, of course, many instances when parents are able to determine if the intervention strategy is working without measuring the behavior. However, in the beginning and whenever they are dealing with "hard to change" behaviors, measuring should be an integral part of a parent's program.

Measuring tells parents if they should:

—continue what they are doing.
—stop what they're doing and try another intervention technique.

—stop the intervention program because the goal has been reached and begin a new program for another problem behavior.
—reinstate a previously discontinued intervention program because the problem behavior has recurred or increased. Even after a behavior has decreased and the goal has been reached, keeping track of it by occasionally measuring it is a way to be alerted to the recurrence of the problem.

The process of measuring behavior helps parents stop, stand back, and observe what is going on, and gives them time to plan what they will do before intervening. The parent is able to decide how significant a problem it really is. Measuring also helps parents to follow through with their plans, by alerting them to the behavior and cuing them to respond in certain ways.

Measuring Behavior

There are three basic steps in measuring behavior:

—Choose a target behavior, observe and describe it. Parents should write down a description of the specific behaviors they will be working on.
—Count the behavior according to its frequency (the number of times it occurs) or according to its duration (how long the behavior lasts). If the goal is to change how often a behavior happens, then count the number of times it occurs. If the goal is to change how long a behavior lasts, then count how many minutes or the amount of time it lasts.
—Record the behavior count on a chart or graph. A visual display of the duration or frequency of the behavior shows the changes and progress made over time.

What to Measure

The exercise below can be used to help parents think about what they will be measuring. What would you measure if you were working on these behavior problems:

1. Bobby hits his sister. (number of times hitting occurs)
2. Suzy takes too much time getting dressed in the morning. (amount of time she takes to get dressed)
3. Sharon only studies 20 minutes each evening. (amount of time she spends studying)
4. Luke cries before he goes to sleep. (amount of time spent crying)
5. David argues when his mother tells him "no." (number of times he argues)

When to Watch and Count

Behaviors that occur very frequently can be observed and counted during a shorter period of time. For example, when whining is being measured and the child whines frequently throughout the day, instead of counting **every** occurrence of whining, the parent can select certain times during the day to count or take "samples" of the behavior. This is called time-sampling and is an alternative to

measuring the behavior constantly throughout the day. To time-sample a behavior, a parent chooses a specific length of time in which to observe and count the behavior and repeats this at different times throughout the day. For example, a parent may choose to measure the behavior in 10-minute blocks, five times during the day.

Behaviors that only occur at certain times during the day have to be observed and counted at those times. For example, if the problem behavior occurs only before bedtime or only in the morning, the parent needs to observe and measure the behavior at these times.

Behaviors that occur infrequently should be observed and counted as often as possible. Parents should be on the lookout for these throughout the day and be prepared to keep track of them. For example, if hitting is the problem behavior and it occurs three or four times throughout the day, the parent should be counting every occurrence of the behavior.

The behaviors should be measured the same way and for approximately the same amount of time each day. If parents measure behavior for 10 minutes one day and two hours another day, the amount of behavior they observe and count will probably differ greatly each day. In cases where the observation times change, the parent can measure the **rate** of the behavior (rate = amount of behavior/amount of time).

Measuring behavior should be a relatively painless task. Its purpose is to provide important feedback to the parents, not to create sophisticated researchers. Parents should choose a measurement procedure that is efficient, easy, and that can be used as accurately as possible. Behavior tally sheets are useful for organizing the measurement task as well as for keeping track of the counts. When a parent counts the duration of a behavior, a stopwatch can be used. Other devices such as wrist counters and grocery counters can help the parent keep track of behavior. Some parents keep a count of the behavior by marking on a piece of masking tape put on their wrists.

Reliability

How do you know whether the parents' behavior counts are reliable? This is not to say that parents may cheat or may deliberately "distort" their data, but errors in measurement can occur if parents are not observing carefully or if they're not using an efficient system. For example, parents who try to remember the occurrence of a behavior throughout the day, instead of writing it down immediately after it happens, may have difficulty getting accurate counts.

A reliability check is a way to determine if what one person observes is the same as what another does. This can be done by another person in the household (the other parent, an older child, relative, or a friend). Or you can develop a system where reliability checks are made by the training staff or another parent in the group. In some cases, the child whose behavior is being observed can keep

track of his own behavior, and the reliability between the parent and child can be determined.

Taking a Baseline Measure

A baseline measure is a count of the behavior before any intervention is started or any change is attempted. Just as a person weighs himself before beginning a diet to determine how many pounds he loses later, parents should measure the behavior before beginning a behavior change program so they have an accurate picture of how the behavior changes. Even though parents will be eager to begin changing the behavior right away, encourage them to wait just a little longer and take a baseline count. Not only will it give them a more accurate picture of the changes that occur, but the parents will have a clearer assessment of their progress and may be more encouraged and motivated to continue the program.

A baseline measure can reveal the severity of the problem. For instance, parents may feel that their child's temper tantrums occur infrequently, but after counting them for a day or two, they realize that tantrums are a much greater problem than they realized. This may be because parents often become accustomed to the way their children behave, even when disturbing, and the behavior seems a natural part of the child or of the family. On the other hand, a parent who complains about a behavior may count it for a few days and realize that it occurs very infrequently and a major intervention program is not neccessary.

Charting Behavior

Charting behavior or keeping track of what is being measured can be done a number of ways. Examples of different types of behavior charts are provided in Appendix D.

Keeping a behavior chart. Parents can design a simple weekly behavior chart by writing down the behavior that's being counted and leaving space for the daily counts.

Graphing behavior. Parents can graph the behavior over time using either a bar graph or a cumulative line graph. Parents using a behavior chart can also use a graph as a visual display to motivate both the child and themselves.

Keeping a behavioral diary. Parents may wish to use a notebook to keep their behavior counts as well as any commentary concerning the child or the behavior. Commentaries can be helpful, especially if they include a description of changes in the environment—introduction of new programs, illness or crises in the family, other changes in the routine that may affect both the child's and the parent's behavior.

Using a children's behavior chart. Parents can design a behavior chart for children to use to keep track of their own behavior and the tokens, points, or other rewards that they earn. When a point system is used, the parent or child should use a chart to keep a tally of the number of points earned or lost.

Individual Consultation

At the close of the meeting, assign the next week's readings and home assignments. Meet individually with each parent to complete the contracts if they are being used, to discuss the next week's assignment and what the parent should be doing during the week, and to arrange for a consultation phone call if possible.

Exercise: Describing Behavior

Which of the following are specific descriptions of behavior?

1. Joanna looked down at the floor and stuck her lower lip out when I told her that she couldn't buy an ice cream cone.
2. Manuel threw the book at Andre.
3. Jennifer is always getting into mischief.
4. Bobby is just plain stupid.
5. Jackie left her coat on the living room floor after school.
6. Aunt Mary is always nagging me.
7. Michael is selfish.
8. Adam was 10 minutes late to school today.
9. Denny is hyperactive.
10. Josh shows a very bad attitude in school.
11. Steve is a real problem when it's time to go to bed.
12. Terry is a spoiled brat.
13. Lisa did not share her crayons with Yolanda this morning.
14. Jeremy took a long time getting ready for school this morning.
15. Tyrone is a very well-behaved child.

Answers

Specific descriptions of behavior: Statements 1, 2, 5, 8, and 13.
Vague descriptions of behavior: Statements 3, 4, 6, 7, 9, 10, 11, 12, 14, and 15.

Handout: Observing Behavior

How to observe behavior.

Pay attention to:

1. What the person is doing—large and small body movements.
2. Facial expressions—eye contact, frowns, smiles, etc.
3. What the person is saying—what is being said and how it is being said.
4. The extent of the behavior—how often it occurs and how long it lasts.
5. When and where the behavior occurs—the location, the time, and who is around.
6. The absence of behavior—lack of eye contact, speech, etc.

Readings: Week 2

Behavior Problems: pp. 24-26
Educating Children with Learning and Behavior Problems: Chapters 2 and 3
Living with Children: Chapter 1

Home Assignment: Measuring Behavior

Select one of your child's problem behaviors and take a baseline measure throughout the week. Decide if you are going to count how many times the behavior occurs (its frequency) or how long it lasts (its duration). Use the Behavior Count Chart to keep track of your daily counts.

Week 3: The ABC's of Learning

Goals and Activities

1. Review last week's topic: Observing, describing, and measuring behavior.
2. Present lecture: The ABC's of learning: Social learning principles.
3. Begin learning about the rewards and other consequences that may be maintaining problem behavior and how changing parental behavior can change children's behavior.
4. Practice "attending to and praising appropriate behavior" in behavior rehearsal groups.

Materials

1. A blackboard or another type of presentation board.
2. Handouts: The ABC's of learning and the reward survey.
3. Written exercise: Identifying the ABC's.
4. Behavior rehearsal situations.
5. Next week's reading and home assignments.

Review: Observing, Describing, and Measuring Behavior

Observing and describing behavior. Behavior is movement. It is what can be seen or heard; it is observable. It is the child's behavior that causes a parent to react or respond, to become angry or upset. By focusing on what the child is doing or not doing, changes can be made and problems reduced.

The first step in learning how to change behavior and improving family interactions is to observe and describe the behavior that occurs between family members. Observing behavior tells you if the behavior occurs or doesn't occur. Describing what is observed tells you exactly what the behavior looks like.

Measuring behavior. Measuring or counting behavior is a useful way to keep track of changes in behavior and the effectiveness of the intervention program. Small behavioral changes—both positive and negative—are more easily perceived when behavior is systematically measured.

Discuss last week's home assignment—observing and describing the child's behavior.

Lecture: The ABC's of Learning

Much of child and adult behavior is acquired through learning. Behaviors are learned through a process of interaction with the social and physical environment. And because most behaviors are learned, they can be changed. In general, people continue to behave as they do because of the environmental response or consequence they receive. Therefore, it is possible to change behavior by changing the response to it.

Behavior can be changed in four different ways:

—**Behavior can be increased.** It can occur more often or with more intensity.

—**Behavior can be decreased.** It can occur less often or with less intensity.

—**New behaviors can be learned, and old behaviors can be improved.** New skills can be acquired, and a person can become more skillful at what he is doing.

—**Behaviors can be changed so that they occur at a different time or a different place.**

The ABC's of Learning

Learning takes place according to a three-part ABC pattern. A represents what occurs before the behavior or its antecedents. The A is also referred to as the **signal** for a behavior. The B refers to the **behavior**, and the C refers to what follows the behavior or its **consequence.**

Definition of A: Signal. Signals can be words, sounds, smells, sights, or settings. They are the cues people get from the environment that tell them how to behave. An instruction is a clear example of a signal since it tells a person exactly what to do. For example, "Hand me that pen," is a signal to pick up the pen and give it to me. As parents observe their children's and their own behavior more carefully now, they will see that throughout the day they may give hundreds of instructions to their children. Some of these are very clear, and others are not. Clear instructions tell children exactly what to do. Vague directions may be ineffective cues and can be signals for inappropriate or incorrect behavior.

The environment contains many cues that tell us how to behave. For instance, a room with thick, plush carpets, crystal chandeliers, and a butler carrying a silver tray with champagne glasses usually signals a different type of behavior than would a room with sawdust on the floor, loud country music, and people drinking beer and wearing cowboy hats. Even smells can signal behavior—the smell of fresh baked bread or pie may trigger the eating or buying of food.

Signals tell people **how** to behave—what to do or what not to do. A very simple example of a signal is a traffic light. The red light cues a driver to stop, and the green light says go. The light determines the driver's behavior.

Signals also tell people what **not** to do. A stop sign tells us not to drive straight through an intersection. Entering a library is usually a signal not to speak loudly. Many times parents use specific signals to tell their children what not to do. For instance, a particular look may mean "Watch your language."

Parents need to determine exactly which signals cue their children's inappropriate behavior and which cue appropriate behavior.

Definition of B: Behavior. The second component of the learning pattern is the behavior. The B represents the target behavior the parent is concerned about and is focusing on—specific, observable movements that occur. The behavior occurs because of the signal, A.

Definition of C: Consequence. The C in the learning pattern refers to the consequence or what follows the behavior. The consequence is a very powerful component of the learning pattern because it determines if the behavior will continue or if it will stop or decrease. For example, a red traffic light signals a driver to stop. However, if the driver goes through the red light and gets hit or gets a ticket, he experiences a negative consequence. He probably will not go through the red light again; he will change his behavior.

There are two types of consequences—positive and negative—and two very simple laws of behavior:

—Behavior that is followed by a positive consequence will occur again.
—Behavior that is followed by a negative or unpleasant consequence will not occur again or will occur less frequently.

Consequences make behaviors stronger or weaker. Similarly, the signals that cue behaviors are also made stronger or weaker because of the consequences. Entering a nice restaurant may signal a certain behavior, but it may also signal a positive consequence—a good dinner and enjoyable evening. In this situation the signal becomes stronger, just like the behavior, because of the anticipated and later, actual consequence.

Examples

Use a number of examples drawn from daily life to help illustrate the principles you are explaining. Actively involve the parents in the learning process by asking them to identify the A's, B's and C's in the examples you present. You might also ask them to give examples of ABC patterns that occur in their families. After each example is presented, have the parents focus on the consequence to try and predict what the response (the B) to the A will be in the future. This type of exercise helps the parents practice thinking about and analyzing behavior according to the two basic laws of behavior.

Touching a hot stove. At some time during most people's lives they have accidentally touched a hot stove and burned or nearly burned themselves. A person learns very quickly not to touch a stove burner when it is hot. But why does this learning occur? The ABC pattern of learning provides a clear explanation.

Ask the participants:

—What is the A or signal? Seeing the stove.
—What is the B or behavior? Touching the hot stove.
—What is the C or consequence? Being burned or feeling some pain—a negative consequence.

What does someone learn from this ABC pattern? A person learns not to touch a hot stove unless he wants to experience pain.

Drinking iced tea. It's a hot day, and you've been working outside. You realize your throat is dry, and you are very thirsty. You drink a glass of cold iced tea. You feel cooler, and your thirst is quenched.

Ask the participants:

—What is the A or signal in this example? Hot day, hard work, dry throat, and feeling thirsty.
—What is the B or behavior? Drinking a glass of iced tea.
—What is the C or consequence? Feeling cooler, quenched thirst.
—What does the C tell you about the drinking behavior? It will probably occur again since you were "rewarded" for it, by having a pleasant consequence follow the behavior. Remember the general rule of thumb: Behaviors that are followed by positive consequences are likely to increase and occur again.
—What does the C tell you about the A, the hot day when you are thirsty? The appropriate response is to drink something cold in order to have a pleasant outcome, and the next time the A occurs, get a cold drink.

Cooking a special dinner. You get home early from work one day and decide to fix a special dinner for the family. When everyone sits down to dinner, you hear nothing but raves about the excellent meal you've prepared. "This is great, Mom." "This is fantastic." "The best thing I've ever eaten." The kids eat everything on their plates, including the vegetables. They then volunteer to do the dishes and clear the table.

In this example, the ABC pattern is:

A-Signal:	Getting home early from work, caring about the family to fix them a good meal.
B-Behavior:	Spending the time to cook a special meal.
C-Consequence:	Praise and recognition from the children, seeing them eat all their food and wash the dishes afterwards.

Ask the participants:

—Because of the consequence in this pattern, do you suppose that in the future you might make another special dinner for your family? Yes.
—Why? You were "rewarded;" the kids liked it and showed their enjoyment and appreciation. Behaviors that are rewarded occur again.

Present this example again, but give it a different ending and discuss the ABC pattern and what is being learned.

Cooking a special dinner. This time you sit down to your lovely dinner and the first words you hear are, "What is this junk? I thought we were having hamburgers. Yuk!" The kids don't eat much of the dinner. To top it off, your two-year-old smears the au

gratin potatoes you made with such care into his hair.

The ABC pattern this time includes:

A-Signal: Getting home early, caring for the family.
B-Behavior: Cooking a nice meal.
C-Consequence: Kids don't eat the meal; they make negative comments and play with the food.

Ask the participants:

—Do you think that you will cook another nice meal like this for your family in the near future? What you learn from this consequence is that your children do not like or appreciate your special meal. They are teaching you not to prepare this type of meal. Behaviors that are followed by negative consequences decrease.

In some situations it appears as though nothing follows a behavior, neither a positive nor a negative consequence. This happens when people do not respond to a behavior and instead ignore it. Ignoring behavior generally works like a negative consequence—behaviors that are ignored will occur less frequently or will stop occurring altogether.

Joining a conversation. A common example of ignoring behavior often can be seen at parties and other social gatherings—someone attempts to join a conversation but no one seems to notice or listen. The others continue with their discussion and give no indication that they see or hear the newcomer. An immediate reaction to this might be to get out of the situation as soon as possible. Although perhaps not as clear, the ABC pattern of learning operates the same as it did in the previous examples.

A-Signal: It's a party, and people are talking. You feel like joining a conversation.
B-Behavior: You add a comment or two to an ongoing discussion.
C-Consequence: There is no response. No one gives any indication of listening—no nodding heads, no "uh huh's," no eye contact.

Ask the participants:

— What will occur when the behavior is ignored? You will probably stop talking and may even stop trying to initiate conversations with others at the party. In this situation, no response to the behavior has the same effect as a negative consequence. It is unpleasant or embarrassing to be ignored. Therefore, add to the rules of behavior: Behavior that is ignored will generally decrease or stop.

Bedtime problem. It's 8 p.m. and you say as you do every night, "Kids, it's time to get ready for bed." Then the excuses start: "Aw, I just want to watch one more TV show." "I have homework to do."

"I'm not tired yet." When you continue to prompt them to get ready for bed, they get louder and argue more until you have full-blown temper tantrums on your hands. At this point, you can give in and say, "OK, you can stay up another half hour, but that's it! After that I don't want to hear another word from any of you." Magically, there's silence.

Ask the participants:

—What has happened in this example?

—What are the A, B, and C's in this interaction? Actually there are two ABC patterns in this example—one relates to the children's behavior and the other to the parent's behavior. First, the children's ABC pattern of learning:

A-Signal: Parent says it's time to get ready for bed.
B-Behavior: Children argue, yell, give excuses, and throw temper tantrums.
C-Consequence: Parent gives in and lets them stay up—a positive consequence for the children.

—What have the children learned from this interaction?

—Which general principle of behavior explains the learning? Since behaviors that are followed by pleasant consequences will generally increase or continue, the children's temper tantrums will continue and may increase.

In this example, the C is a positive, pleasant consequence. The children get what they want—they are allowed to stay up and don't have to go to bed. As a result of this interaction, the children learn that when the parent says "It's time to go to bed," if they throw temper tantrums, argue, or make excuses the parent will give in and let them stay up. They now know an effective technique to get their own way.

—What is the ABC pattern for the parent?

A-Signal: The children throw temper tantrums and argue.
B-Behavior: Parent gives in.
C-Consequence: The children become quiet. The parent avoids more arguments and is able to continue cleaning up the kitchen, reading, writing a letter, or watching TV—a positive consequence for the parent.

—How does this consequence affect the parent's behavior?

—What has the parent learned from this ABC pattern?

—When a similar situation occurs again how do you think the parent will respond? The **immediate** consequence in this interaction is a positive one for the parent—the tantrums are turned off. Therefore, giving in to the children when they are misbehaving will probably occur again when similar situations arise. The parent has found a very effective way to momentarily stop misbehavior.

Reciprocal Learning

Without knowing it, parents and children teach each other both appropriate and inappropriate ways of behaving. The last example clearly illustrates this reciprocal kind of interaction. The children learn that when they misbehave, they get what they want. By giving in to the children, the parent has learned how to stop their behavior and get some peace and quiet. Although the parent has learned an effective method to halt the children's misbehavior, in the long run, the parent loses because the children are not following instructions. They have avoided doing what the parent asked. Here, the parent has little control over the children's behavior. Instead, the children control the parent's behavior. However, the parent may think he has "won"—the children have quieted down. Actually the parent has won a battle but lost the war. The next time the parent tells the children to go to bed he should probably be prepared for another round of arguing, temper tantrums, and excuses.

Parents will find it easier to change problem behaviors when they identify the ABC patterns and recognize the signals and consequences of the behavior. In most cases, changing behaviors—increasing them or decreasing them—will mean changing the consequences.

The task of changing behaviors seems less formidable once parents understand that most behavior is learned and can be altered. There are three basic ways that behaviors are learned. One way is by **direct teaching.** Although parents frequently use direct methods to teach their children skills such as setting a table or riding a bicycle, they rarely use these methods to teach their children how to follow instructions or accept criticism.

But much of the parents' teaching of social skills and other behaviors to children is indirect and may be unintentional. Parents can become better teachers. In a later session parents will learn some specific teaching techniques.

The second way that behaviors are learned is by **observing others and imitating what they do.** Specifically, children learn through observing their parents' behavior. "Like father, like son" may often be true because children do what they see others doing. Unfortunately, both appropriate and inappropriate behaviors are learned this way.

The material presented at this meeting relates to the third way in which behavior is learned—through **experiencing the consequences of behavior.**

Rewards

There are three types of consequences: positive, negative, and neutral. The ABC pattern of learning demonstrates the important role of the consequence in increasing and decreasing the occurrence of the behavior. In general, consequences provide the motivation for behavior.

Positive consequences can also be referred to as "rewards." As used here, the term "reward" refers to any type of consequence that increases the behavior it follows. Generally, rewards are positive and

are those things people like and enjoy. Some parents may object to the notion of using rewards because it appears that their children will be bribed or paid off to behave appropriately. However, rewards are natural parts of daily life. They include things as obvious as paychecks and Girl Scout merit badges to more subtle things like smiles and winks. Bribery occurs when rewards are given for inappropriate behavior. For example, an ice cream cone given to stop a child from whining is a bribe. He is given a "reward" to be quiet. One of the goals of this program is to teach parents to use rewards appropriately and to stop using them as bribes to decrease problem behavior.

Something that is a reward for one person may not be a reward for someone else. For example, to some people a tall, cold beer after a long day working in the hot sun is a very pleasant, positive consequence. To others who don't like beer, it is not a reward and may even be a negative consequence. Similarly, a parent who tells a child who doesn't like to play outdoors, "As soon as you have finished your homework you can go outside to play," is not providing a positive consequence for finishing the work.

Therefore, parents need to identify specific rewards for each of their children. The best way to determine if a particular consequence is a reward is to observe its effects on the child's behavior. For example, if the child continues to daily and waste time instead of completing homework, he is telling you that going outside is either not a reward or not a high priority or valued reward.

Parents should watch for the consequences of behavior and judge whether they are positive or negative. What does the child "get" when he throws a temper tantrum? Does he gain the parent's attention or get out of doing what the parent has asked? What is the consequence for a child for following instructions or for helping around the house? As parents recognize the consequences of their children's behavior they will be able to make changes in their responses.

Types of Rewards

There are two types of rewards that influence a person's behavior:

Natural rewards—rewards that are inborn or natural. They are the things that people need to survive such as food, water, and warmth.

Learned rewards—rewards that people are not born needing but **learn** to like such as chocolate cake, mystery novels, and movies. Since most of the rewards in a person's life are learned, throughout this manual the term "rewards" refers to learned rewards.

Individual preferences become important when discussing and identifying rewards because not everyone learns to like the same things. Although food is a primary reward—everyone needs it to survive—people develop tastes for different kinds of foods. A person learns to like certain foods and they can become rewards.

There are three types of learned rewards:

Social rewards. Social rewards include smiles, hugs, praise, or other positive attention from others. Social rewards are the usual or naturally occurring rewards that increase or maintain behavior. At-

tention, especially from parents, is a powerful reward for most children. When a child discovers that he can get his parents' attention by behaving in a certain way, he will probably behave in that way more often.

There are many advantages to using social rather than other rewards. First, they are easy to use. Most parents have no trouble being affectionate toward their children, praising them, and paying attention to them. Second, social rewards are always available. People actually "carry them around with them" wherever they go. They don't cost anything, and usually they won't grow stale.

Positive forms of attention are effective ways to encourage a child to use a desired behavior. However, negative forms of attention such as yelling, arguing, and angry looks can also act as rewards at times and increase or maintain problem behaviors. They may be rewards for a child who does not get enough positive attention from others, who seeks as much attention (positive or negative) as possible, or who just wants to see "Mommy get mad."

Exchange rewards. Exchange rewards include things such as money, points, checkmarks, tokens, and stars. There is no real value in these things by themselves, but people like getting them. For some, money, stars, or checkmarks are rewards in themselves and will increase behavior. However, for most people, these are rewards only because they can be **exchanged** for something else. In other words, exchange rewards are used to "buy" other rewards. For example, a child who earns stars on a chart for activities such as cleaning his bedroom, setting the table, etc., will probably find the stars rewarding only if they can be exchanged for another type of reward—a special activity, a toy, or an extra privilege. When a child earns an allowance the same principle applies. Money is rewarding and has meaning only if the child can later use it to buy something he wants.

Parents can set up motivation systems, using stars, points, or other exchange rewards, to help their children learn specific behaviors and to motivate the children to behave appropriately. Most parents enjoy using such systems because they are easy ways to keep track of behavior. They are also visible reminders of what the child and the parent should be doing.

Activity rewards. These rewards are activities that people enjoy—watching TV, playing games, going to movies, going out to dinner, or reading books. Activity rewards are particularly useful for rewarding a person for doing something he does not especially like to do. For example, a child may not like to do homework, but he does like to watch TV. Therefore, watching TV can be used to reward doing homework. Throughout the day, activity rewards are commonly used. Parents may say, "After you take out the garbage, you can go play with Tommy." What they are actually saying is, "After you do the behavior that you don't like to do (taking out the garbage), you can do a behavior that you like to do" (playing with Tommy). Playing with Tommy has become an activity reward. It is structured in such a way that it is the positive consequence or outcome of taking out the garbage. Anything that a person likes to do can be used as an activity reward. For example, if a child spends a lot of time riding his bike or

rollerskating, these activities can be used to "reward" other less preferred behaviors such as doing homework, clearing the table, or cleaning his room.

Sometimes activity rewards may be used ineffectively or wasted. Some parents provide the reward **before** the child engages in the desired behavior. A parent may say, "As soon as you get done watching that TV program, you have to do your homework." In this case, the reward (watching TV) occurs before the behavior (doing the homework). For a child who does not like to do homework, little motivation is being provided for doing it. In fact, since he is doing something he likes, he may not do his homework at all. If he is allowed to watch TV only after finishing his work, he is much more likely to complete it.

The ABC pattern of learning for this interaction would be:

A-Signal:	"As soon as you do your homework, you can watch TV."
B-Behavior:	Unpreferred activity—doing homework.
C-Consequence:	Preferred activity—watching TV.

This type of interaction is often called "Grandma's Law"[9] because this is how "Grandma" gets a child to do so many things that he doesn't want to do—unpreferred behaviors and activities. For example, "Grandma" may say, "As soon as you eat your peas, you can have your dessert," or "After you finish eating, you can go outside." When parents use this type of interaction they tell a child that they know he will do the unpreferred behavior. They don't have to threaten ("If you don't...") or use other negative measures. They simply state the expectations and consequences in a positive way.

When to Give Rewards

Rewards are most effective when they are given immediately following the desired behavior rather than at a later time. Therefore, a parent should try to structure interactions so the child can earn a reward immediately or soon after completing a desired task. For example, a parent trying to get a child to do his homework will find that the child is more likely to complete the homework if he knows that he can watch TV as soon as he's done rather than the next night.

In daily life, people are not rewarded every time they do something appropriate. In most situations, a positive consequence or reward occurs once in a while. It has been found that behavior that is rewarded once in a while rather than every time it happens is the most difficult behavior to change and the most durable. Therefore, intermittent rewards are all most people need to keep going.

When parents plan behavior change programs for their children, they make rewards available either every time the behavior occurs or intermittently. Parents use variations of these reward schedules in natural interactions with their children. They do not reward a child every time he behaves appropriately but every so often they praise, hug, or give him a special treat. In the beginning, when they are trying to produce changes, parents should try to reward the target behavior every time it occurs. However, once the behavior is strong, they can maintain it by shifting to an intermittent schedule

and rewarding the behavior less frequently. In many instances parents will need to test different schedules to determine which will be most effective for them.

The Use of Praise

Many parents spend a great deal of time attending to children when they are misbehaving. However, when children are behaving appropriately parents often leave them alone. The attention they give when children misbehave is generally negative and frequently includes criticism, complaints, threats, and even hitting. These negative interactions often lead to more inappropriate behavior from the child. A parent begins by criticizing the child. The child then begins to argue and continues to act up. The parent then yells at the child and a very negative cycle develops. One way to break the cycle is to stop paying attention to inappropriate behavior.

A very effective behavior change technique and general rule of thumb is to **pay attention to and praise the child when he is behaving appropriately and ignore the child's behavior when he is acting inappropriately.** Parents can spend their time and energy more wisely by attending to the child when he is behaving appropriately. Parental attention and praise can result in very positive outcomes.

Parents must make the praise genuine and should describe the behavior being praised. Instead of telling Johnny after he has taken out the garbage, "You were a good boy," the parent should say, "Johnny, that was really nice of you to take out the garbage." This is known as **descriptive social praise** because it identifies and specifies the behavior. Parents do not always need to describe everything the child does appropriately. Often the behavior is understood by the child. But when a child is learning a new skill or is doing something that he has not done often, including a description of the behavior with a praise statement helps to teach the child the appropriate behavior.

To create an even more positive interaction, parents can provide other types of social rewards such as hugs, kisses, and pats on the back. Some people worry that you can "overpraise" a child. However, if the child does well and the praise is genuine, parents probably can never give too much praise or positive social attention to the child. Parents won't praise every single thing a child does well throughout the entire day—they don't have the time to attend to it all. But as they begin to use praise with their children they will see how natural a part of their interactions it becomes. A goal of the program is to help parents use the skills in a very natural and almost unconscious way so that these behavior change methods become second nature to them.

Behavior Rehearsal: Praise

The purpose of the behavior rehearsals is to give parents the opportunity to practice giving descriptive social praise during

simulated situations. You should be looking for or scoring: a statement of praise and a description of the behavior. You should also observe and comment on the parent's:

—tone of voice
—body posture
—use of positive physical contact
—variations in the type of praise given (that is, different praise statements used)
—eye contact
—general pleasantness of the interaction

Some possible behavior rehearsal situations include:

Instruction following. The parent asks the child to put a book away, hand him or her the newspaper, or put a toy away.

Responding to appropriate play behavior. The parent sees the child playing cooperatively and appropriately with a neighbor child.

Doing a maintenance task. The parent watches the child complete a task such as clearing the table, cleaning his or her bedroom, hanging up a towel.

Volunteering to help around the house. The child has just volunteered to set the table or do some other household task.

Individual Consultation

Before you meet individually with the parents, answer any questions they may have and assign the next week's reading and home assignments. Then, meet individually with the parents to write out their weekly contracts and home programs and to discuss their individual questions or problems.

Readings: Week 3

Behavior Problems: Chapter 3
Living with Children: Chapters 8-14.

Home Assignment: Identifying Rewards and Praising Appropriate Behavior

Fill out the reward survey about your child. Use this information when you want to provide rewards and positive consequences for your child's appropriate behavior.

Throughout the week praise your child when he or she is behaving appropriately. Pay particular attention to those times when problem behaviors could occur or usually occur, but don't (typical problem times—bedtime, mealtime) and praise the child for behaving appropriately. Practice paying attention and praising alternative behaviors and the **opposite** of the inappropriate behaviors (for example, going to bed without any fuss versus throwing a tantrum at bedtime). Be sure to use **descriptive praise** and describe the behavior you are praising.

Handout: The ABC's of Learning

A (Signal)	B (Behavior)	C (Consequence)	Long Term Consequence
Your mouth is dry and you are thirsty.	Drink something cold.	Wets mouth and quenches thirst (behavior is rewarded).	The next time you are thirsty, you will probably drink something to quench your thirst.
Walk into a movie theater and smell fresh popcorn.	Buy and eat popcorn.	Tastes good (behavior is rewarded).	The next time you go to a movie and smell popcorn you will probably buy some to eat.
Mother says, "It's time to go to bed."	Child throws a temper tantrum.	Mother lets child stay up later (child's behavior is rewarded).	Child will probably continue to throw temper tantrums at bedtime.
Mother tells her daughter that she can't go out to play until she cleans her bedroom.	Child complains and refuses to clean her room.	Child is not allowed to go out to play (child's behavior is **not** rewarded).	In the future the child will probably comply more often with mother's instructions (cleaning bedroom).

Reward Survey[10]

Identify your child's rewards. If you are not sure about some of the items, ask your child.

1. PEOPLE

Who does your child like to spend time with?

a. e.

b. f.

c. g.

d. h.

2. EVERYDAY ACTIVITIES

What everyday activities does your child like to do? (For example, play monopoly, roller skate, watch TV, play with puzzles, dolls, trucks, etc.)

a. e.

b. f.

c. g.

d. h.

3. SPECIAL ACTIVITIES

What special activities does your child enjoy? (For example, go to a movie, visit the zoo, bake cookies, go to a ball game.)

a. e.

b. f.

c. g.

d. h.

4. FOODS

What are your child's favorite foods and beverages?

a. e.

b. f.

c. g.

d. h.

5. ATTENTION

What specific kinds of **verbal** and **physical** attention from you and others does your child like? (For example, praise, compliments, hugs, kisses, sitting on your lap.)

a. e.

b. f.

c. g.

d. h.

6. EXCHANGE REWARDS

What kinds of exchange rewards (for example, stars, tokens, money, happy faces, or points) does your child like to receive?

a.

b.

c.

d.

7. OTHER REWARDS

List anything else your child likes, is interested in, spends a lot of time doing, or would like to spend more time doing.

a.

b.

c.

d.

e.

f.

g.

h.

Home Assignment: Identifying the ABC's

Select two of your child's problem behaviors (one of them should be the behavior you worked on last week) and two appropriate or "good" behaviors. Observe your child and identify what usually occurs before the behaviors—the A—and what occurs after the behaviors—the C. Then determine what the long term consequences or effects will probably be. Write the A, B, C, and long-term consequence for each behavior in the space below.

Behavior 1: _____

A B C Long Term Consequence

Behavior 2: _____

A B C Long Term Consequence

Behavior 3: _____

A B C Long Term Consequence

Behavior 4: _____

A B C Long Term Consequence

Weeks 4 and 5: Changing the Consequences

Goals and Activities

1. Review last week's topics: The ABC's of learning and consequences that often maintain children's problem behavior.
2. Present lecture and discuss: Changing the consequences.
3. Practice "using alternative consequences" and "instruction giving."
4. Present lecture and discuss: Physical punishment.
5. Hold individual consultation sessions.

Materials

1. A blackboard or another type of presentation board.
2. Handouts: Common consequences that reward problem behavior and changing the consequences.
3. Recordkeeping and behavior charts.
4. Home intervention program chart.
5. Behavior rehearsal situations.
6. Next week's reading and home assignments.

Two meetings are devoted to the topics covered in this chapter because the skills described here are extremely important and require a great deal of demonstration and practice. The material should be presented and discussed thoroughly. Throughout the sessions give many examples of how parents can use the procedures with their children and how they can adapt them to their own particular situations. Demonstrate exactly how the skills are applied and discuss the potential difficulties and reactions the parents may encounter when they implement them. Spend a lot of time practicing the procedures. Make sure that all of the parents learn the skills and are able to use them correctly and effectively. Behavior rehearsal situations are provided at the end of the chapter.

There are a number of ways you can structure these two meetings. You may want to present and discuss one skill and then practice it before going on to the next skill or you may find it more convenient to present all of the lecture material at one session and spend the entire next session practicing the skills. The exact format of these sessions is up to you and will depend on your time restrictions, the number of trainers, and the parents' attendance and involvement in the program.

Review: The ABC's of Learning

The ABC pattern of learning. Most behavior is learned. There are three parts to the ABC learning sequence: 1) the signal (A)—what precedes the behavior; 2) the behavior (B); and 3) the consequence (C)—what follows the behavior. When you identify this pattern you can understand how a particular behavior is learned, maintained, and how it can be changed.

Consequences can be positive or negative. Research has shown that when behavior is followed by a positive consequence the likelihood that the behavior will occur again increases—people generally continue to do what pays off for them. When behavior is followed by a negative consequence the opposite is true—the likelihood that the behavior will occur again decreases.

In other words, positive consequences maintain or increase the behavior they follow and negative consequences decrease the behavior. Parents can change their children's behavior by systematically changing the consequences of the behavior.

Rewards and other consequences that maintain problem behaviors. Most rewards are learned—they are things people like. Since people usually like different things, parents need to identify each child's personal rewards.

Social rewards are usually the most powerful rewards for children and include hugs, smiles, praise, and attention from others. They are also some of the easiest rewards for parents to use, since they are always available and a natural part of most parents' interactions with their children.

Negative forms of attention such as yelling, arguing, criticizing, and angry looks can, at times, also become rewards and increase or maintain problem behavior. Parents, therefore, need to be careful that they don't reward problem behavior with attention (positive or negative).

Exchange rewards include money, tokens, points, stars, and anything else that is used to "buy" other rewards. Parents can set up "motivation systems" (point systems, behavior charts) and use exchange rewards to encourage behavior. Motivation systems make recordkeeping easy, are flexible, and can be used with children of all ages.

Activity rewards are activities and behaviors that people enjoy. These activities can be used to reward behavior by structuring their occurrence. They are especially effective for increasing unpreferred behaviors and activities. For example, playing or watching TV could be used as activity rewards for doing homework. "Grandma's law"—as soon as you do **(unpreferred behavior)**, you can do **(activity reward)**—describes this type of situation.

Timing of rewards. Rewards can be given every time the behavior occurs or intermittently—once in a while. In every case, they should be given as soon as possible after the desired behavior.

Praise from parents can be an extremely powerful reward when it is used **contingently.** A rule of thumb is to pay attention and praise the child when he is behaving appropriately and ignore the child's behavior when it is inappropriate. Parents, whenever possible, should describe the behavior that is being praised.

Lecture: Changing the Consequences

As parents begin to recognize the ABC patterns of behaviors they will see that their children's problem behaviors, as well as appropriate behaviors, do not occur without reason or by chance. The topics for this week and next week focus on the types of consequences and ABC patterns that are responsible for maintaining children's problem behaviors and the ways parents can change the consequences and reduce the problem behaviors. Since most behaviors are maintained by positive or desired consequences, before a problem behavior can be changed, its consequence or "pay off" needs to be identified and changed. Parents can identify the consequence of a problem behavior by carefully observing what happens immediately following the behavior. How do people (the parent, other adults, and other children) respond to the child?

Three general types of consequences often reward and maintain problem behavior.

Attention. Attention, especially from parents, is one of the most powerful rewards for children. From the time children are infants, most parents supply enormous amounts of social or positive attention to them. The attention given to an infant is easy to see—holding him when he cries, rocking him to sleep, talking to the child, making baby-like noises. As a child gets older, the type of positive social attention that is given to him changes. The parent may no longer spend as much time with the child, but still usually provides attention in the form of hugs and kisses, pats on the back, praise, shared activities, and expressions of concern and interest.

Sometimes, however, parents give positive attention to a misbehaving child so he will **stop** the problem behavior. For example, when a child pouts because he doesn't get his way, a parent may try to comfort or joke with him to "cheer" him up and get him to stop pouting. Unfortunately, the long-term effect of the positive attention may be an **increase** in future pouting. In these situations, the child is **rewarded** for pouting.

In addition to giving positive attention, parents often provide another type of attention to a misbehaving child—negative attention. This kind of attention includes responses such as yelling, threatening, criticizing, frowning, complaining, lecturing, looking at the child, or even hitting. On the surface these negative forms of attention do not appear to be rewards. However, each of these shows a child you are reacting to him and giving him your attention. The child who gets more attention when he's misbehaving than when he's behaving appropriately may continue misbehaving in order to get the attention.

Parents may not understand why their children continue to misbehave even though they are scolded or spanked. But if the behavior continues in spite of efforts at discipline, the attention may be rewarding it. Parents then have evidence that their disciplinary techniques are not effective and need to be changed. If the behavior stays at the same level or increases, they are unintentionally rewarding the behavior and encouraging it to grow stronger.

An example of how negative attention can reward and maintain

problem behaviors is presented below.

Example: Scott, an eight year old, doesn't like to make his bed. Even though his mother says he can't leave the house until it's made, every morning he argues and makes excuses.

The ABC pattern of this interaction is:

A = In the morning Scott is asked to make his bed.
B = Scott argues and makes excuses.
C = His mother reminds him that he can't leave the house until the bed is made. After a few minutes she enters his room and says angrily, "I'm going to stand here until you make your bed!"

Scott has learned an effective way to get his mother's undivided attention, even though she may raise her voice, threaten, or become very angry. He will probably continue to argue and make excuses every morning as long as his mother continues to give him so much of her attention.

Activities. Rewarding children with activities is another consequence that can maintain and encourage problem behavior. Before children can talk they often cry when they want something—food, a toy, or some type of stimulation. Crying is their only means of communication at this time. But even after they learn to talk, some children learn to get what they want by throwing temper tantrums, whining, arguing, or pouting. Even though a child knows how to ask for what he wants or to say "I really don't want to do this," he may communicate by one of these other methods because it pays off—he usually gets his way.

Activity consequences such as watching TV, eating a special treat, or reading a story are frequently given to children to stop their inappropriate behavior. Although the behavior stops momentarily, these consequences often strengthen and encourage the problem behaviors to recur. For example, the parent who stops her child's whining by reading him a story may unintentionally be teaching him that when he wants to hear a story, he should whine. When a parent says, "I can't stand to listen to your yelling any longer," and gives the child something that will quiet him, both child and parent get what they want. The child receives a special treat or activity, and the parent stops the problem behavior. Many parents fall into the trap of **eventually** giving in to the child's demands and rewarding the problem behavior.

The following examples illustrate this type of exchange.

Example: A child wants to eat a candy bar an hour before dinner. The parent tells him no. The child argues and complains. After five or ten minutes, the parent cannot stand to listen to him anymore and gives him the candy bar.

Frequently, a parent tries to ignore a behavior and not give in. However, he may be unable to tolerate it for an extended period of

time and gives in after a period of ignoring. What the child learns is: "If I keep it up long enough, Mom or Dad will give in."

Example: "If you stop pouting, I'll read to you." "Stop screaming and you can have some ice cream."

In these situations, parents try to make deals with children to stop their misbehavior. In order to get a child to stop, the parent is willing to make a trade.

What does a child learn from these interactions? He learns that when he misbehaves he will be given a reward for stopping. The parent actually bribes the child to stop the misbehavior—the child is given something he wants for behaving inappropriately. The parent is rewarded for paying off the child because the problem behavior stops almost immediately. But although it does stop for the moment, it becomes much more difficult to decrease or eliminate in the future. Not only have parents taught the child an effective way to get what he wants, but when they give in after he has misbehaved longer than usual, they teach the child that if he keeps it up long or loud enough, they will eventually give in. They have made the behavior more durable and more difficult to eliminate.

Escape or avoidance. The escape or avoidance consequence also rewards problem behavior. Occasionally people do almost anything to get out of or avoid activities or situations that they dislike. Some students skip classes to avoid tests they haven't studied for, people make up excuses for not attending dull parties, and others call in sick when they don't want to go to work. Children, too, often try to avoid doing things they don't like—washing dishes, putting toys away, going to bed, brushing their teeth. A child may misbehave to avoid following an instruction after he finds out that misbehavior such as whining, pouting, or arguing will get him out of doing the undesired task. Eventually, the parent gives in and says, "Okay, you don't have to do it now" or "Forget it, I'll do it myself." Once the parent gives in and lets the child avoid the activity, the problem behavior is rewarded. It pays off and will likely recur in the future. The child has learned a very successful strategy to get out of situations he dislikes.

Example: Whenever Jennifer is asked to do something she doesn't want to do such as putting her toys away, washing up, or going to bed, she whines, pouts, and sometimes throws a temper tantrum. When this occurs, her mother begins to argue with her. She may yell and threaten Jennifer with a vague punishment. "If you don't do it right now, you're really going to get it!" The exchange between Jennifer and her mother may go on for 15 or 20 minutes until Jennifer's behavior escalates to screaming and crying. Tired out, her mother finally says, "Forget it, I don't care what you do."

The ABC pattern of learning is:

A = Jennifer is asked to do something she doesn't want to do.

B = She whines, pouts, and eventually throws a temper tantrum.
C = Her mother gives her more instructions, tries to coax her, argues, yells, and finally, lets her avoid complying with the instruction.

In all of the examples, the situations have been very similar—when asked to do something he doesn't want to do, the child misbehaves. In order to turn off the behavior, the parent either gives the child attention, rewards the child with activities, or allows the child to escape or avoid the situation. In each situation, the ABC pattern of learning problem behavior is very clear.

Parents need to study their interactions with their children. What do they do while the children misbehave? Do they try to reason or argue with them, distract them, threaten, yell, or bribe them? Do they give in to the children and let them have their own way? These are all common responses. In fact, many parents think they've won. They got the child to do what they wanted—to stop whining, crying, or throwing a temper tantrum. However, parents often forget what they originally asked the child to do because the child distracts them from the original goal or request by misbehaving. Although the child stops misbehaving, he doesn't follow the instruction and instead he learns how to get his own way.

When parent-child interactions are viewed in terms of the **behavior** and its **consequences**, parents will discover that behavior change techniques are neither complicated nor unnatural to use. To change a problem behavior, parents must change the way they respond or react to the inappropriate behavior. Instead of giving attention, activities or treats, threatening, arguing, or giving in, parents can respond in "non-rewarding" ways. Four consequences that can reduce problem behavior are described below.

Ignoring the Problem Behavior

When attention has been the usual consequence of the problem behavior, the logical alternative to giving attention is giving no attention or **ignoring** the problem behavior. The parent needs to rearrange the situation so that his attention (or other reward) does not follow the behavior. Instead, he will ignore or give **no response**—he does not try to comfort or reason with the child, does not argue, yell, lecture, or look at the child, even from a distance. Although it may sound simple, ignoring a problem behavior can be very difficult, especially at first.

When to ignore problem behavior. Unless a child is in a dangerous situation where he can hurt himself or others, parents can ignore problem behavior any time it occurs. When a child has been getting attention for a problem behavior, ignoring can usually reduce and may eliminate it. In order to be effective the parent must ignore the behavior every time it occurs. A behavior that is rewarded intermittently becomes even more difficult to change. Once the decision to ignore a behavior is made, parents need to do it consistently.

How to ignore. The easiest way to ignore a problem behavior is to leave the situation physically and mentally—leave the room, get in-

volved in an activity, or continue with what you are doing. There are, however, situations when it is impossible or impractical for parents to leave. They can still ignore the behavior by turning away from the child, not talking to him, and refraining from even glancing at him. Although easy and tempting to do, merely looking at the child can provide enough attention to keep the behavior going. Parents also should not scold or give self-defeating warnings: "I'm not going to pay attention to you if you keep acting like that."

What will the child do? If a child has a long history of getting attention for his problem behavior, there will be an increase in the behavior before it begins to decrease. Parents should prepare themselves for this. As they begin to ignore problem behavior, the child may think, "My tantrums used to get me what I wanted and now they're not working. Maybe I need to scream louder." The child tests the parent because the behavior paid off in the past. The child may experiment to find out what he now needs to do to get attention—increase the intensity or duration of the behavior. This can become a battle of wills, because as the problem behavior increases it also becomes more difficult to ignore. But if parents give in after problem behavior has escalated, they only end up rewarding and encouraging even more disruptive behavior. However, once a child learns his parent will not pay attention to the problem behavior, it will begin to decrease. Parents can prepare the child for the changes that will take place by explaining the program beforehand and by doing some preventative teaching. For example, a parent may need to teach a child how, instead of throwing a temper tantrum when he doesn't want to do something, to express his complaints in an appropriate manner.

When parents use ignoring to decrease problem behavior, they teach the child that when he misbehaves he will not get their attention. But at the same time, they need to teach him more appropriate ways to get their attention and reward the child's appropriate behavior by giving attention or praising.

Removing the Rewards

When a problem behavior is not rewarded with attention and another reward is present, parents can provide a negative consequence by removing the reward. Some situations present natural opportunities to remove desired objects or activity rewards. For example, when a child refuses to stop blowing bubbles in his milk, the parent can take away the milk for a few minutes. Removing the reward is also an appropriate consequence when children argue about which TV program to watch or when a child misuses a toy. The parent removes the reward by turning off the TV until the arguing stops. This also gives him the opportunity to teach the children how to settle disagreements without fighting. In the second situation, he can simply take the toy away and if necessary, later show the child how to use it properly. Parents should be certain that what they are removing is indeed a reward. If the child doesn't like the object, he may be getting just what he wants—its removal.

A child should not be allowed a reward while he is misbehaving.

This consequence teaches the child that "if you misbehave, you do not get this reward" or "this reward is available to you only if you use it properly and behave appropriately."

Applying Penalties

When there are no **immediate** rewards to take away and attention is not maintaining the behavior, parents can apply penalties or other negative consequences to reduce problem behaviors. Penalties can include taking away privileges, allowing no dessert, restricting TV watching, reducing an allowance, cutting back play time after school, or taking away points or tokens. Applying penalties means taking away or restricting future rewards.

When specific motivation systems and behavior charts are being used, penalties for problem behaviors (losing points) can be used in conjunction with rewards for appropriate behavior (earning points). Penalty-reward systems are popular because they are versatile and flexible. Parents can design them to suit their own needs and preferences for specific rewards and penalties.

All systems operate the same basic way. Parents should:

—List the desired behaviors that they want to increase.
—List the problem behaviors that they want to decrease.
—Choose the "token" rewards and penalties (stars, points, poker chips, money).
—When an appropriate behavior occurs, reward the child with stars, points, etc.
—When a problem behavior occurs, deduct penalty points or eliminate other rewards.

The systems can be used to provide consequences for behavior outside as easily as inside the home. For example, when out shopping, a parent can tell the child, "You followed my instructions perfectly, so you earned one token. Let's remember to put that on your chart when we get home." The parent should try to write this down immediately so it will be recorded on the chart.

Motivation systems make the behavioral expectations very clear to children and help organize the parent. Everything is spelled out, the child knows exactly what he should be doing, what will happen if he does, and what will happen if he doesn't. The child is given responsibility for his own behavior, and he, not the parent, is responsible for earning rewards or penalties.

Time-out

Parents can also use a procedure called "time-out" to change problem behavior. Here, a child is taken away for a short period of time from activities he enjoys doing, people he wants to be with, and opportunities to get rewards. When parents send children to their bedrooms or to a corner, they are using a time-out procedure.

Time-out can be used when ignoring doesn't work, when there are no rewards to remove, or when penalties are not used. It teaches the child, "If I do this, I won't be able to stay with everybody else." This

is an especially useful technique with young children and for reducing behaviors such as hitting and fighting.

Before parents begin to use a time-out procedure they should sit down and discuss the procedure with the child. The child should be told:

The exact behavior that will result in time-out. The behaviors should be described to the child in words that he easily understands. Vague descriptions should be avoided. A child should not be told that when he is "bad" he will go to time-out. Instead, he should be told that when he hits another child, throws his toys, or bites himself he will be sent to time-out.

The location of time-out. The child should be told the exact location of the time-out area—the area of a room, the particular chair, etc. Parents should avoid using locations that the child likes or fears or where there are things to play with and other distractions. They should also keep the child close enough to them so they can monitor him and make sure he remains in time-out. Children should never be locked up, put in closets or dark rooms. The location may vary, but the child should know beforehand about possible changes. For example, if a chair is used, it doesn't always have to be the same chair. This avoids the problem of moving the child to another room when he is misbehaving. Parents can designate a time-out location in every room of the house, although they should make each known to the child.

How long time-out will last. A time-out procedure should only last between **two and five minutes.** While that may seem like a short time to the parent, it can seem like an eternity to a child. If he will be missing activities he likes, he will be especially motivated not only to get out of time-out, but to stay out of time-out. The child should also be quiet for the last 30 seconds before he can leave time-out. Therefore, if a child is still yelling or complaining after the initial two-minute period, he should know that he needs to be quiet for 30 seconds more before he will be allowed to leave. The 30-second exit criteria is arbitrary and can be changed by a parent. Some children may need only a 15-second quiet time, while others may need a minute. It will depend in part on the age of the child, his general level of compliance, and his reaction to the procedure. Many parents use kitchen timers with a bell to clock the time-out period and to let them and the child know when the time is up. The timer is a good cue for young children who have difficulty judging time. It also allows parents to continue their activities without keeping track of the time.

If the child knows exactly which behaviors will result in time-out and what time-out involves, the parent does not need to say much more about the procedure when it occurs. He should take the child gently but firmly by the hand and guide him to the time-out area. The parent should not become distracted or sidetracked into an argument over the behavior or the time-out procedure. In the beginning, a child will complain and engage in more inappropriate behavior when he is told to go to time-out. When this occurs, the best response is to ignore the complaints and arguments. For example, a child being sent to time-out because he kicked his brother may say,

"It was an accident. I really didn't mean to do it." Instead of responding to and rewarding his excuses, the parent should simply state that kicking results in time-out. Once the procedure is used regularly, a child still will not like it and may complain a little, but will begin to accept it as the usual consequence of his actions.

At all times, the parent should remain calm and react in a serious, but neutral way—neither positive nor negative. He should not let the child provoke him into arguing, yelling, or threatening. No physical punishment or extreme physical guidance (dragging or pulling the child) should be used to get the child to time-out or to keep him there. If the child screams, starts kicking, or displays other inappropriate behavior while in time-out the parent should ignore it. If the child starts to leave time-out early, he should be returned to the area.

After the child leaves time-out, the parent should look for appropriate behavior to pay attention to, praise, or reward. This helps the child distinguish between appropriate behavior that will earn him attention and inappropriate behavior that will result in time-out or loss of attention and other rewards.

Finally, time-out should be used systematically. It should be well planned and used **consistently**—every time the problem behavior occurs—and as **immediately** as possible.

Encouraging Appropriate Behavior

Occasionally parents express the concern that these methods don't allow a child to release his "anger" and show his feelings. Although it may not be anger that he is feeling, these methods do not prohibit anyone, a child or an adult, from disagreeing, being mad, or expressing feelings. However, the **way** that the disagreement or anger is displayed may need to be changed. Few people would excuse an adult for throwing a temper tantrum when he is angry, so why should a child be allowed to display that behavior? Instead of allowing inappropriate behavior to continue, parents can make changes and teach their children alternative ways to behave.

As parents decrease problem behaviors, they will be eliminating many of the ways the child knows how to get attention, activity rewards, and other things he desires. Problem behavior must be replaced with an alternative good behavior. Instead of leaving it up to the child to learn how to earn rewards, a parent must begin to directly teach and reward desirable ways of behaving. For example, if hitting other playmates is a problem behavior, parents should teach the child how to play appropriately with others and to settle disputes without hitting and then reward him when he does. If getting the child to bed is a frequent problem, parents should reward the child when he does go to bed without a problem. As inappropriate behavior decreases, it should be replaced with appropriate behavior. To do this parents have to strengthen desirable behaviors by using positive consequences—attention, praise, and other rewards.

Changing the Signals

In addition to changing consequences and teaching alternative behaviors, parents may need to change the signals (the A's) they give their children. Instructions to children are probably the most common signals given by parents. Frequently a child's problem behavior boils down to not following instructions. Since children often respond to the **way** an instruction is given, instructions can play an important part in the behavior change process. Instructions can be vague or specific. Vague instructions, such as "Johnny, quit acting up," do not describe specific behaviors. "Johnny, please stop yelling and throwing the ball against the house" is a detailed description of the behavior. Instructions should be as specific as possible so a child knows exactly what to do. An instruction may also be a command or a polite request—"Johnny, get to bed!" or "Johnny, please go to bed now." When parents give instructions in an authoritarian, negative way, the child's response is often negative as well. Such instructions then can become signals for problem behaviors.

Signals can also be changed by making situations consistent and routine. Bedtime problems will be fewer, for example, if parents establish a routine that is followed every night so children know what's going to happen and what is expected of them.

When children are trying to learn a new behavior or to behave more appropriately, parents should not always expect that they will do everything on their own without help. A parent's signal should sometimes include prompting the child. Just as a parent helps a child learn to ride a bike by putting a hand on the bike so it won't fall, the parent can help the child learn a new behavior by reminding him of what he is supposed to do or giving him physical help to complete the task.

Behavior Rehearsals

You should provide ample opportunity for the parents to practice using alternative consequences. Behavior rehearsal or practice situations should include opportunities for the parents to ignore problem behavior, remove rewards, use time-out, apply penalties, and reward alternative behavior. Possible problem situations to practice include:

Ignoring the problem behavior. Whenever Sheila is told that she cannot do something, she begins to pout and says, "You never let me do anything." Have parents practice responding to the behavior of a child who responds to "no" by pouting and arguing.

Removing the reward. A child is playing with crayons and instead of coloring with them begins to break them. Parents can practice removing the reward—the crayons—for one minute in response to the problem behavior. Two children are fighting over which TV program to watch. Parents can practice removing the reward by turning the television set off until the decision has been reached in an appropriate way.

Applying penalties. A child is always late for school. The parent has set up a point system where the child earns a specific number of

points for being ready on time and loses points for being late. The points are being saved to buy a new bicycle.

A young child earns stars on her chart for, among other things, brushing her teeth in the morning. In this and the first situation, the parents can practice both rewarding and applying penalties.

Using time-out. A child frequently hits her sister. Whenever this occurs, the parent has decided to use a three-minute time-out procedure. Parents can practice sending the child to time-out and responding to the child following the time-out period.

Encouraging appropriate behavior. A parent wants to encourage a child to play by himself when the parent is doing other things. In the past, the child has nagged the parent to play with him or to stop what he's doing to help him. Parents can practice rewarding a child who plays alone in an appropriate way.

Instruction-giving. Parents can practice giving instructions to a child. The parent should practice using polite requests vs. commands and specific requests vs. vague instructions. Possible situations are: asking a child to clean up his room, asking a child to stop whining or yelling, asking a child to help with the dishes or pick up his toys.

Lecture: Physical Punishment

Some parents use spanking as a routine disciplinary technique. Others use it occasionally—when "nothing else seems to work." At some time, most parents have used the threat of physical punishment to control their children's behavior.

Some parents feel that children respect parents more if they spank them. Others use physical punishment to show a child "who's boss" or to "teach him a lesson." Some parents are influenced by social and cultural forces (television, movies), others by individual and situational factors (stress, alcoholism). Those unprepared for parenthood, who lack support and knowledge about child rearing, may use physical punishment out of frustration and because they know of no other way to get their children to behave. Still other parents use these methods because their own parents did.

Regardless of why they are used, spanking and other forms of verbal and physical punishment rarely are effective. Instead, they have many negative side effects. What does physical punishment accomplish?

—Parents who use physical punishment model negative and coercive ways to solve problems. Children learn that hitting is acceptable and that physical violence is a way to solve problems and get control.

—The child may react negatively toward the parent—avoid him or fight back. Parents who use physical means to punish may encounter aggression from their children. You get what you give. Most people—children and adults—avoid those who punish them and the places where punishment occurs.

—Physical punishment may stop the behavior it follows very quickly. However, the behavior usually stops for only a short

time, and the punishment can become the consequence that the child prefers. It is not uncommon to hear a child say, "Just give me a spanking. Get it over with." To the child, losing TV privileges for a week is more "punishing" and undesirable than to be spanked for a few minutes—the spanking is over long before the loss of privileges.

—Physical punishment teaches a child that violence against another person is an acceptable way to get what you want.

—Most importantly, physical punishment does not teach a child appropriate ways to behave. Physical punishment tells the child he did something wrong, but it does not tell him what he should do instead.

In spite of these negative effects, some parents still spank their children to manage problem behaviors. The ABC pattern of learning explains why: Since the problem behavior stops soon after the spanking, the parent is rewarded for his actions. The changes, however, usually are not long lasting, and the problem behavior more than likely will occur again.

Although no one knows how many parents use occasional disciplinary spankings with no apparent negative side effects, if parents learn some alternatives to hitting, there is no reason to use such punishment techniques. One of the goals of this program is to help parents develop positive relationships with their children. They need to recognize that the use of physical punishment can interfere with this goal.

When parents interact positively with their children and avoid the use of physical punishment, they are rewarded in a number of ways:

—They have no reason to feel guilty about inflicting pain on their children or about using their physical dominance as a means to control the child.

—Problem behaviors can be changed without damaging the parent-child relationship. When parents use positive methods, children are less likely to react negatively to behavior management techniques and are more likely to see their parents as positive and rational adults.

Individual Consultation

Before consulting with parents, hand out the next week's assignments and answer any questions that the parents may have. During the individual consultation sessions begin setting up a home program with the parents. Help them select the behavior(s) to work on and decide on an initial intervention strategy using the techniques discussed. You should also arrange to make either a home visit or a telephone call during the week to check on the progress of their program, to provide any additional training or help, and to give support and feedback to the parents.

Handout: Changing the Consequences

Strategies for encouraging appropriate behavior

1. Reward appropriate behavior with:
   a. praise
   b. positive attention
   c. activities
   d. special treats
   e. exchange rewards (points, money, stars)
   f. other desired consequences
2. Use "Grandma's Law"—"As soon as you do (unpreferred activity), you may do (preferred activity)."

Consequences that help reduce problem behaviors

1. Ignoring the problem behavior—giving no attention to the child while he is misbehaving.
2. Removing the rewards—taking away rewards that are presently available.
3. Applying penalties or negative consequences—taking away or restricting future rewards either directly or by using a structured motivation system (for example, a point system).
4. Time-out—restricting the access to rewards by moving the child to a particular location (bedroom, dining room chair) for a few minutes.

Important rules to remember

1. Behaviors that are followed by pleasant or desired consequences will increase.
2. Behaviors that are followed by unpleasant or undesired consequences will decrease.
3. As you reduce a problem behavior you need to replace it with an appropriate behavior. Therefore, you need to reward an alternative or the opposite of the problem behavior. In general, try to reward or pay attention to a child when he is behaving appropriately.

Handout: Consequences That Reward Problem Behavior

1. Attention:
   a. Positive attention—for example, comforting a child when he's pouting.
   b. Negative attention—for example, yelling at a child when he is disobedient.
2. Activities—allowing a misbehaving child to do a desired activity, for example, watch TV, so he will stop misbehaving.
3. Escape or avoidance—letting a misbehaving child avoid an undesired activity, for example, following an instruction, so he will stop misbehaving.

Readings: Weeks 4 and 5

Stocking, S. Holly; Arezzo, Diana; and Leavitt, Shelley. *Helping Kids Make Friends.* Allen, Texas: Argus Communications, 1980.: pp. 33-66.

Home Assignment for Week 4: Home Intervention

Select a behavior problem to decrease and an alternative appropriate behavior to increase. Decide which intervention technique you will use and if you haven't already taken a baseline measure on the behavior, count and chart it before you begin the intervention program. Then, begin your program.

Home Assignment for Week 5: Continue Intervention

If your consultant agrees, continue your home program and add another problem behavior to it. Now you will be reducing two problem behaviors and increasing two specific appropriate behaviors. Remember, if you are having problems, talk to your consultant.

Week 6: Teaching

Goals and Activities

1. Review last week's topic: Changing the consequences. Discuss home assignment.
2. Present lecture on teaching. Discuss and demonstrate teaching approach.
3. Practice using the teaching approach in behavior rehearsal groups.
4. Help the parents choose new skills and alternative behaviors to teach their children.

Materials

1. A blackboard or another type of presentation board.
2. Handouts: The "teaching interaction," teaching a new skill, correcting behavior, and encouraging appropriate behavior.
3. Behavior rehearsal situations.
4. Next week's home assignment.

Review: Changing the Consequences

Parents as teachers. During the past weeks the parents have learned how they teach their children a variety of skills and behaviors—some desirable, some undesirable. Parents and children learn from each other and a great deal of their behavior is influenced by their responses to each other.

One way in which people learn is by experiencing the consequences of their behavior. Parents can teach their children and reduce problem behavior by changing the consequences of the behavior.

Three types of consequences often reward and maintain problem behavior: attention—scolding, warning, comforting the child; activities—giving food, toys, or TV to quiet the child; and escape or avoidance—allowing the child to avoid following an instruction or doing an undesired activity. These consequences are usually delivered with the intention of stopping the immediate problem behavior. In most cases, the behavior does stop temporarily. However, in the long run, the behavior is maintained and may even increase.

Changing the consequences. To reduce or eliminate problem behavior, parents need to change the consequences that maintain it. Instead of continually "paying off" their children for inappropriate behavior, they can use alternative consequences, including:

—Ignoring the problem behavior—giving no attention to the child.
—Removing rewards—taking away any rewards that are present.

—Applying penalties—taking away future rewards.
—Using time-out—removing the child from opportunities to be rewarded.

Each of these procedures is based on the principle that behaviors followed by undesired consequences will decrease. Each is effective when used consistently.

Encouraging appropriate behavior. Problem behaviors need to be **replaced** by appropriate behaviors. Therefore, at the same time a problem behavior is being reduced, an alternative, appropriate behavior needs to be encouraged. Parents can do this by rewarding appropriate behaviors—playing cooperatively instead of fighting, accepting "no" without whining—and by teaching new behavior and skills.

Lecture: Teaching

During the program, parents have learned how to use positive consequences (praise, attention, other rewards) to increase appropriate behavior and negative consequences (ignoring, removing rewards, penalties, and time-out) to decrease problem behavior. While these techniques can produce important changes in behavior, parents also need to **teach** their children new alternative ways of behaving. For example, a child who pouts when he doesn't get his way will need to learn how to state his complaints more appropriately. A parent can wait until the child happens to use more acceptable behavior and then reward it, or he can actively teach the behavior to the child.

The "teaching interaction" is a direct approach for **teaching** appropriate behaviors and skills and for **correcting** inappropriate behavior. Originally developed in the 1960s through research and application at the Achievement Place Research Project and Group Home at the University of Kansas, today the teaching interaction is a basic component of the Teaching-Family Model, used in residential programs for delinquent, predelinquent, autistic, and mentally retarded youth.[11] It is an **active** and **positive** approach designed to teach and encourage the alternative appropriate behavior and discourage the inappropriate behavior.

Specifically, the teaching interaction consists of these nine steps:[12]

1. Starting the interaction in a pleasant, calm manner, providing initial praise and/or an expression of affection.
2. Describing the child's inappropriate behavior.
3. Describing the child's appropriate behavior.
4. Demonstrating and describing the new skill, or alternative behavior, to the child.
5. Providing rationales.
6. Requesting acknowledgement.
7. Actively involving the child through practice.
8. Providing feedback concerning the practice.
9. Providing encouragement through praise and other rewards.

Teaching interactions can be used in many situations. First, parents can use them to teach **new** behaviors or skills that their children don't know—how to tie shoes, make a bed, or dust a table. However, it is not limited to teaching only self-help and household chores. It can also be used to teach skills such as following instructions, accepting criticism, disagreeing in an appropriate way, and making compromises. Neither is its use limited to teaching young children. Parents can use it to teach their teenagers how to look for and apply for jobs, how to dance, how to ask someone out for a date, or how to shoot a basketball.

The teaching interaction can be used to remind or prompt children to use behaviors that they already know. It can also be used to give constructive feedback, to correct mistakes or inappropriate behaviors, and to encourage appropriate behavior.

Teaching Interaction Steps

Step 1: Starting the interaction in a pleasant, calm manner, providing initial praise and/or an expression of affection.

This first step is crucial because it sets the tone for the entire interaction. When a parent initiates an interaction pleasantly and affectionately, a child usually will respond appropriately; when a parent begins by criticizing, complaining, or shouting, a child will respond inappropriately. An unpleasant beginning can snowball into a completely negative interaction. When this happens the parent is not an effective teacher and the child is not ready to learn.

The interaction should begin with the parent using a normal and pleasant tone of voice and avoiding criticism and questions regarding the child's behavior ("What are you doing that for?"), commands ("Stop that!"), and other negative comments.

The parent can give initial praise by saying something positive or complimentary about the child's behavior and what he has accomplished, even though he may be behaving inappropriately at the time. Since it's usually easier to identify what a child is doing wrong, parents may have to look closely to find something to praise. Sometimes the only positive thing a parent can say is that the child is behaving less inappropriately than in the past (complaining less, whining for a shorter length of time).

Example: You've asked your child to take out the trash. He takes out the kitchen garbage, but doesn't empty the wastebaskets in the other rooms. He's now watching TV. You say, "Thanks so much for taking out the kitchen garbage for me. I know that's a messy job."

The parent begins the interaction in a positive way by pointing out what the child has accomplished. He also empathizes ("I know that's a messy job") with the child before he says anything about finishing the task. By initiating the interaction this way, the parent sets the stage to teach the child how to do the job correctly and avoids negative confrontations.

Expressing affection may be easier than providing praise when the child is behaving inappropriately. Expressing affection can include smiling, joking, hugging or putting an arm around the child, giving him a pat on the back. When a parent initiates a teaching interaction to correct behavior, an expression of affection can make a world of

difference to its outcome. It tells the child that even though you dislike the behavior he is displaying and are angry at the moment, you still love him and are concerned about him. Parents should try to include both an expression of affection and initial praise in the first step, since both help to make the interaction a positive experience for the child.

Example: Your children are playing together and you hear them arguing over a toy. You decide that you need to teach them how to share and how to play cooperatively. You stoop down, smile (expression of affection), and say, "Gee, I'm glad to see that you're playing together" (initial praise), and then continue with the rest of the interaction.

Demonstrate the first step at this time. Then ask the parents to describe how they would use it in different situations. Example: Your child has made his bed, but forgot to smooth out the spread. How would you begin a teaching interaction in this situation?

Step 2: Describing the child's inappropriate behavior.

This step is especially important when a teaching interaction is used to correct, improve, or change problem behavior. A child cannot change his behavior until he knows exactly what he is doing inappropriately and what needs to be changed. The description of the inappropriate behavior is a step in the learning process and gives the child information about his behavior. It should not be used as a way to criticize, nag, or complain. Just as a child learning to do arithmetic needs to know exactly what he does wrong in order to improve his performance, the misbehaving child needs similar feedback to improve his behavior.

The description of the inappropriate behavior should be stated in a pleasant way, using a normal, calm tone of voice. Again, avoid criticizing, scolding, shaming, or belittling the child. Try to avoid using vague and emotional terms. These may only confuse the child. Instead of saying, "Suzie, you seem to be in a bad mood," say, "Suzie, you slammed the door, threw your books down, and fell into the chair," and then continue with the interaction.

Parents have the opportunity to use the observing and describing skills they learned a few weeks ago. They should observe the child's behavior, describe it exactly, and maintain a calm, rational approach. When they take the time to step back and observe, they are less tempted to react negatively to the child.

In addition to describing the inappropriate behavior verbally, parents may need to model or demonstrate what the child is doing. In some situations it's easier and more effective to show a child what the behavior looks like, instead of trying to describe it. For example, instead of trying to describe how the child pouts (teeth clenched, eyes looking down, lower lip out), the parent can demonstrate it so the child can see exactly what the parent means by pouting.

Demonstrate or, if possible, show videotaped examples of inappropriate behavior and ask the parents to practice the step by describing what they see.

Step 3: Describing the appropriate or alternative behavior.

When correcting behavior, the child must be given or taught an alternative way to behave. If he knows only what not to do, he will have little idea about what to do the next time the situation occurs. When the goal is to stop the whining, swearing, or arguing, parents need to decide what it is that they want the child to do instead. They may need to examine the situation and decide when the problem behavior occurs. Is it when the child is asked to do something he doesn't want to do, when he is told that he can't do something, or when he just wants your attention? If a child whines, he may need to learn a more appropriate way to get attention such as saying, "Mom, I need you to help me with this," or "I need you to talk with me now."

Parents should be as specific as possible. They should avoid giving vague instructions such as "do it better," "act your age," or "shape up." These do not provide the child with specific ways to improve his behavior, and can lead to more inappropriate behavior. If a child is told, "Do it better," he might say, "I'm doing the best I can." But if he is told exactly what to do, he will know how he can change his behavior. When describing appropriate and alternative behavior, parents should:

—Describe what the child should say. Provide him with the specific words he can use. For example, a parent could tell the child, "When you want a drink, say to me, 'Mom, could you please get me a drink?' "

—Describe how the child should say it (use a normal, pleasant tone of voice).

—Describe what the child should do with his body and what facial expressions to use (smile, face you, look at you).

—Describe when, where, and how often the child should engage in the behavior. For example, a child could be told, "It is better to wait until I'm off of the phone to ask me to help you with your homework."

When parents teach new skills or complex behaviors, they should begin by breaking the behavior or skill down into smaller steps. For example, it is easier for a child to learn to do the laundry if the skill is broken into components (sort the clothes, put the clothes into the washing machine, add a certain amount of detergent, select the temperature of the water, and so on), and if necessary, taught one step at a time.

Step 4: Demonstrating the new skill or alternative behavior.

Demonstrating goes hand-in-hand with the verbal description. A demonstration clarifies the description and is a helpful way to teach body posture, voice tone, and behaviors that are difficult to describe. A parent can **show** the child exactly what to do at the same time he is describing the behavior or after he has described it.

Have the parents practice this step. Following this, have the parents practice the first four steps together (see practice situations below). Try to demonstrate or model these steps in a number of different situations (correcting a problem, teaching new skills—a social

skill and a household task). If you are using videotaped examples, stop the tape after each step and ask the parents to comment on or to identify the specific steps and behaviors. Be sure your own descriptions and demonstrations of each step are clear. Before moving on, parents should be able to use the first four skills easily.

Step 5: Providing rationales for appropriate and inappropriate behavior.

Rationales are reasons. They explain to the child why the new skills and appropriate behaviors are helpful or important and why the inappropriate behaviors can be harmful. By using rationales, a parent shows his **rational concern** for the child's welfare rather than his domination of the child. Children of all ages are more likely to comply with requests and view their parents as fair and reasonable if sound and realistic rationales are provided.

Rationales should explain how the child and others will directly benefit from using the behavior. Since a child is more likely to change his behavior if he can see how the change will benefit him, rationales help motivate the child to change.

Guidelines for providing effective rationales:

A rationale should point out the potential natural consequences of the behavior. Whenever parents give instructions, children always seem to ask, "Why?" Parents may respond by saying, "Because I said so!" Quite often even they don't recognize the real reasons for their requests and therefore don't have adequate responses or explanations. Sometimes, however, they just grow weary of hearing "Why."

An easy way for parents to determine the rationale behind a behavior is to identify the potential short- and long-term benefits and negative effects for the child. Most of the time these will be the **natural** consequences of the behavior.

Parents should describe both the favorable as well as the unfavorable consequences that may happen to the child as a result of the behavior. For example, "If you run into the street without looking, you can get hit by a car." Rationales tell the child why a behavior is important, how it can help him in the present or in the future, or why it will get him into trouble.

Parents should try not to use consequences that **they impose** as rationales. For example, the consequence, "You can't watch TV if you don't finish your homework," is not a rationale in the sense described here. It is a consequence the parent imposes and not a natural consequence. (A rationale for doing homework should be related to school, education, or the child's future.) Parents who use this approach may be viewed as domineering and arbitrary. They end up teaching their children that they should behave a certain way in order to avoid an imposed negative consequence or punishment, rather than to get the natural benefits or avoid the natural drawbacks of the behavior.

To be effective teachers, parents need to discuss both the present and any future natural consequences of the behavior. The goal is to teach their children to behave appropriately, not out of fear of

punishment or because of a reward they may get, but because they realize the natural consequences of their behavior.

A rationale should be believable and personalized to the child. Parents should identify natural consequences that are realistic and likely to occur. The positive consequences should be ones the child values or at the least ones with some obvious benefit for him. The negative consequences should be ones the child views as undesirable or harmful. Parents should never exaggerate or fabricate a potential consequence since children usually see through this, and think, "That will never happen to me."

Parents can increase the believability of rationales by referring to examples of real situations from the past that involved the child, parents, friends, or relatives. For example, a rationale for studying may be: "Remember, when you didn't study for the last test, you got a very low grade on it." Or a rationale for not leaning back in a chair may be: "You can hurt yourself leaning back in the chair. Remember, yesterday you leaned back and fell and bumped your head."

Although parents may be tempted to describe only future consequences of a behavior, it is usually more effective, especially with young children, to emphasize the immediate rather than the long-term consequences. For example, although the long-term consequence of not studying for a test may be that the child won't get into college, it's more meaningful to tell the child, "If you don't study for the test, you will get a low grade."

Rationales should be brief. Providing rationales does not mean giving a long lecture. Rationales should be clear and brief. Most people do not like to stand and listen to a long list of reasons why they should or shouldn't do something or a long lecture when they have done something wrong and are being corrected. When parents want to discuss rationales in greater detail, they should do it at another time when they are not trying to teach the child a specific behavior. An effective rationale usually can be stated in a sentence or two.

Parents can use rationales to teach their children the importance of concern and respect for other people. Rationales that explain the consequences of a child's behavior to other people help the child understand how his behavior can affect other people.

Some examples of these types of rationales:

—Calling names or making fun of people can hurt their feelings.
—Looking another person in the eye when talking to him lets him know that you're interested in what he has to say.
—Eating all of the pie leaves none for anyone else.

Providing good rationales is not an easy job, especially since parents are typically trying to explain something to the child that, as adults, they take for granted. They usually do not stand back and analyze why they do something nor consciously examine the positive and negative consequences. However, if they think about these, they will be able to come up with effective reasons.

Some additional guidelines for rationales:

—Avoid using "because it is a rule" as a reason. Although it may be true, it does not point out the actual consequence that can

result from the child's behavior—it does not say "why" the rule was made. There probably is a good reason why a rule was made, and parents should tell it to the child.

—Never use "because I said so" as a reason. This is an attempt to dominate or control the child that can backfire and result in more noncompliance or inappropriate behavior. There probably is a good reason why "you said so," and it is this reason that should be pointed out to the child.

—Try to avoid using circular or weak reasons. For example, "Arguing will not solve anything." This may lead the child to ask, "Well, why not?" If a child continues to ask "Why?" and really doesn't understand, then the rationale may be weak or unclear.

Providing rationales may be inconvenient or time-consuming. However, they are an integral part of teaching children and correcting behavior. A child is more likely to accept his parents' authority and view them as fair if believable and realistic rationales are consistently provided. While this is important for children of all ages, it will be even more important as the child gets older and is more heavily influenced by his peers. If children learn about the natural consequences of their behavior, they will be better prepared to act independently and be responsible for their own behavior.

Step 6: Requesting acknowledgement.

Throughout the teaching interaction, parents should ask the child questions to see if he understands what they are saying. This lets the parents know if their instructions, descriptions, and rationales are clear. If they aren't, more information and specific descriptions are needed.

In addition, questions such as "Does this make sense?" or "Do you understand what I'm saying?" help maintain the child's attention. They can also be used to check to see if the child is paying attention. Another way is to ask the child to repeat what was said to him. It is important, however, not to do this critically or accuse him of not paying attention. The parent should say pleasantly, "Now why don't you tell me what I just said." (If the child asks, "Why?" the parent should be prepared with a rationale: "I asked you to repeat what I said so I can make sure that I have explained it correctly.")

When a child asks questions himself, nods his head frequently, or gives other indications that he understands, the parent may not need to ask for acknowledgement. To play it safe, however, the child should be asked if he understood what was said at least once during the interaction. Another way to actively involve the child in the teaching is to ask him to give his comments about the behavior, the rationales, and descriptions. This can be done by saying, "Well, what do you think of that?" or "How does that sound?" or "Why do you think it's important?"

Step 7: Practicing.

Another way the parent can actively involve the child in the teaching process and get valuable feedback as well, is to have the

child practice the new skill or behavior in structured practice sessions.

The practice sessions need not be very long—a few minutes will do. These sessions give parents the opportunity to:

—Check out the child's learning and their own teaching.
—Provide the child with ongoing praise and feedback concerning his behavior.
—Practice the skill in a noncritical situation, where the consequences of the behavior, especially the negative ones, are not in effect.

Parents also can use the practice sessions to help the child experience the different effects of both the appropriate and inappropriate behaviors. The child can practice both the "right" way as well as the "wrong" way to behave. For example, a child who usually whines when he doesn't get what he wants, first can whine and see the effect that it has on the parent. Next he can practice an appropriate response, such as telling the parent what he doesn't like and examine the effect it has. The parent and child can also switch "roles." The parent plays the child and demonstrates both the inappropriate and appropriate behaviors, and asks the child how he would respond if he was the parent. The child should also have the opportunity to try using the skills at other times throughout the day.

Step 8: Providing feedback.

Whenever a child practices a new behavior or skill, he is likely to do some things correctly and some incorrectly. Parents need to provide feedback that helps the child improve his performance. They can let him know his strengths and weaknesses by **praising** and **describing** behaviors done correctly and by **giving additional instruction** and **correcting** behaviors done incorrectly.

Effective feedback also should motivate the child to use the appropriate behaviors and avoid the inappropriate behaviors in the future. Even when a child makes mistakes during the practice session, the feedback should always be given in a positive manner—using a calm tone of voice, pleasant physical contact, and genuine descriptive praise. A positive atmosphere shows the child that teaching and practice sessions can be pleasant and rewarding experiences. When he sees the sessions as positive, he will be more cooperative, more willing to participate in them in the future.

When the child practices the skill perfectly, the feedback is simple. The parent should describe what the child did correctly and provide plenty of praise and positive attention. In addition, he can restate or remind the child of the rationales for both the appropriate and inappropriate behaviors.

Example: A child has just been taught to say "please" and "thank you" when requesting things. She practiced the skill easily and without any errors.

Feedback: "That was wonderful, Jenny. (Praise) When you asked me to fix you a sandwich you said 'please,' and when I gave it to you, you thanked me for it. (Description of Appropriate Behavior) Remember, it's important to say 'please' and 'thank you' to people

because that makes them feel that you appreciate them, and they're more likely to help you." (Rationale)

When a child does not demonstrate the behavior or new skill correctly or as well as he should, parents need to give corrective as well as positive feedback. Corrective feedback is not critical or negative. It is actually a "mini" teaching interaction and its purpose is to help the child learn and use the behavior or skill as well as he can. Corrective feedback consists of further instruction and demonstration. It prompts and gives the child a chance to practice again and improve problem areas. Parents should never criticize, scold, or punish the child, but instead use the time to show concern and interest.

Corrective feedback is given in a calm, pleasant, positive manner and usually includes the following steps:

1. **Praise the appropriate behavior.** Give specific praise for the behaviors done correctly or attempted. When a child does nothing correctly praise him for any other appropriate actions—trying to practice or learn, spending the time practicing, or not complaining.
2. **Describe the appropriate or correct behavior.** Along with the praise statements, provide specific descriptions of the behavior done correctly.
3. **Describe the inappropriate or incorrect behavior.** Describe what the child did incorrectly or what needs improving. The description should be specific and stated in a pleasant rather than a critical way.
4. **Describe and demonstrate the alternative behavior or the needed changes.** Tell the child exactly what he should do to improve and demonstrate the behaviors for him.
5. **Provide rationales.** Restate the rationales for the behaviors.
6. **Practice again.** Have the child practice either the entire skill or the behaviors done incorrectly.

Parents again need to give positive and, if necessary, further corrective feedback. If the child still has problems, the parent will need to determine their cause. If a child has a great deal of difficulty learning and practicing a skill, the parent should stop the practice session and tell the child that they will try it again later. It is important that practice sessions and teaching interactions do not become punishing, negative experiences for either the child or the parents. Therefore, if they notice that the child is getting tired, irritable, or bored, parents should consider stopping the session and beginning fresh at another time.

Step 9: Providing encouragement through praise and other rewards.

Teaching interactions end as they begin—with descriptive praise. To complete the interaction, parents should praise the child once again for practicing the behavior, learning the new skill, and for any other appropriate behavior observed during the interaction—paying attention, not complaining, looking at the parent, or taking the time to practice.

If parents wish, they also can provide other positive consequences to reward the child's appropriate behavior. For instance, they can arrange for positive consequences to follow the teaching interaction such as playing outdoors, watching TV, reading a story, or playing a game. If a special motivation system is being used, the child could earn points or stars for practicing and learning the new skill. Parents do not need to reward the child every time a teaching session occurs, but rewards can be very useful especially in the beginning when they are trying to encourage the child to participate.

All nine steps are not needed in every teaching interaction. It is a very flexible procedure and as long as the child is learning, parents should feel free to use it flexibly. After they are more familiar with the steps and accustomed to the technique, parents can use their own judgment to decide, for example, if the child needs to see a demonstration of the appropriate behavior or be given another rationale. Of course, when there is no behavior to be corrected, there is no need for describing inappropriate behavior. Sometimes the child will not need to practice or there will be no time to practice. When parents give feedback about appropriate behavior they only need to use three or four steps (initial praise, description of appropriate behavior, rationale, other praise or rewards). Although the interactions should begin with initial praise or an expression of affection, the order of the remaining steps can vary. A request for acknowledgement can be made more than once during the interaction and genuine praise, of course, should be given generously.

Assessing the Teaching Interaction

If the teaching interaction does not go well—if the child makes many mistakes during practice and if he doesn't appear to be learning—the parent should end the session. Before he attempts another teaching interaction, he needs to analyze the problems with the last session. The parent should ask himself these questions about both his and the child's behavior:

- —Was the teaching session a pleasant and positive experience? Did I praise the child enough? Did I use a calm, normal, noncritical tone of voice and pleasant physical contact (put my arm around him, hug him)? Did I joke with him?
- —Were my behavioral descriptions specific enough? Did I describe both the inappropriate and the appropriate behavior clearly? Did I ask the child whether he understood what I was saying, and did he indicate to me that he really did understand?
- —Did the child pay attention to me while I was teaching him? Did he look at me? Did he acknowledge what I was saying?
- —Did the child know what to practice? Were my instructions clear?
- —Was my feedback clear and specific? Did I praise the child? Was my feedback pleasant and generally positive?

If the parent answers "no" to any of these questions, then he will need to make some changes in the next teaching sessions. For exam-

ple, if the child doesn't pay attention, then one of the first things the parent should do is to ask the child to look at him. Sessions also do not need to last longer than five to ten minutes. They can be kept short and used periodically throughout the day.

The more parents use the teaching interaction, the easier it will become. It should become a natural part of interactions with their children. None of the teaching components are new ways of interacting with people. In fact, people teaching skills such as driving a car, playing baseball, or sewing a dress usually follow the same steps.

Teaching in Daily Life

Once a child learns a new skill, he must begin to use it regularly. The parent should monitor the child's behavior, looking for the new behavior and for opportunities when the child could use it but doesn't. Parents can maintain a positive and preventative focus by "catching" the child using the behavior, and then praising him and pointing out what he has done. For example, after teaching a child how to state disagreements in an appropriate way instead of arguing, the parent should watch for the child to use the skill. When he does, the parent can say, "You disagreed with me, but you did it in a nice way. (Praise) Instead of arguing, you said, 'Mom, I really don't think this is fair. Can we talk about it?' (Description of appropriate behavior) I really appreciate it when you do that. It makes me want to sit down and discuss it with you. (Rationale)" Although the parent didn't use all nine teaching steps, this short interaction continues the teaching process and provides motivation and encouragement to use the skill.

Learning can be facilitated by providing many opportunities for the child to use and practice the behaviors. For example, when a parent teaches a child how to follow instructions, he can give many simple instructions throughout the day such as "Would you please come here" or "Please hang up your coat." Each time an instruction is given, the child has an opportunity to practice the skill and to be rewarded for using it.

Learning can also be facilitated by:

—**Prompting**—reminding the child when to use the new skill and what to do. For example, when parents teach specific table manners and conduct to a child, in the beginning they can remind him, "Put your napkin on your lap and keep your elbows off the table." Prompting a child, like all other interactions, should be done in a positive and pleasant way. Do not use a negative tone of voice, and do not criticize. Simply remind the child what he should be doing. If a child does not use the behavior on his own without prompting, a motivation or reward system may be needed to encourage him to use it.

Another type of prompting is preparing the child ahead of time for an upcoming situation where he will need to use a specific behavior. If a child is learning to play cooperatively with other children, the parent and child can practice what he should do before he goes out to play.

—**Shaping**—doing things in small steps. A complex skill generally is made up of many smaller steps or behaviors. Instead of teaching the entire skill at once, parents can begin by teaching one step at a time. After the child masters one step, he can go on and add the next step until the complete skill is learned. Shaping is particularly useful with young children when they learn skills such as making a bed, getting dressed, and other self-help and household tasks.

Teaching, learning, changing, and maintaining behavior are continual. Parents should not expect behavior to change after using the teaching interaction or any other technique—time-out, penalties—only once. Changes occur gradually, and they require consistent monitoring and intervention by the parent. This does not mean that parents need to constantly watch their children and interact with them in stilted or unnatural ways. The change techniques and the teaching interaction should become natural and normal ways of interacting with the children.

Although most parents will not use all the teaching interaction steps every time they teach or correct behavior, they should be able to use all of them correctly and easily. Some of the steps should be used as often as possible, and parents should try to incorporate these into their daily interactions whether or not they are specifically trying to teach or change behavior. These include: praise, describing behavior, providing rationales, and feedback.

Parents can help prevent or minimize future problems by using these positive teaching techniques regularly. They demonstrate to a child that his parent is a positive and rational adult, one to model his behavior after and one to listen to.

Behavior Rehearsal

Because the teaching interaction is an important part of the training program, schedule at least one hour for practice. This may require that you continue the rehearsal at the next meeting. Behavior rehearsal situations are provided at the end of this chapter and involve teaching a new skill to a child, correcting a problem behavior, and giving feedback about appropriate behavior. Teaching interaction score sheets are provided. Parents should practice each scene until they have included all steps without mistakes.

Individual Consultation

Answer questions and hand out weekly assignments before ending the meeting. Meet individually with the parents to check on their progress, help them solve problems, and develop their weekly program. Parents should continue with ongoing behavior change programs and choose a new skill to teach (using the teaching interaction) during the week.

Behavior Rehearsal: The Teaching Interaction

Teaching a New Skill

Parents can rehearse teaching a child to:

—dry dishes
—dust a table
—iron a shirt
—introduce himself to others
—answer a telephone
—ask another child to play
—follow instructions
—disagree or accept "no" appropriately (without arguing, whining, or pouting)

Correcting Behavior

Parents can use the teaching interaction to correct the following problems:

—A child is asked to put his toys in the toy box. The parent notices that some are in the box and others are still lying around.
—The doorbell rings and the child answers it and says, "Yeah, who are you?"
—The parent asks the child to hand him a pen. The child throws it to the parent.
—The parent asks the child to set the table. He responds, "Aw, do I have to? Boy, I gotta do everything here."
—A child asks his parent to play a game with him. The parent says, "Maybe later, I'm fixing dinner now." The child starts to whine and pout and then yells, "You never play with me!!"

Giving Feedback

Parents can practice giving feedback about a child's appropriate behavior in these situations:

—A child comes home with an A on his math paper.
—The parent asks the child to do his homework. He says, "OK" and starts doing it.
—The parent is cooking dinner. The child says, "Can I help you with anything?"
—A parent hears his child say to his playmate, "It's your turn to use my crayons."
—Without being asked, the child sets the table for dinner.

Handout: The Teaching Interaction[13]

Step	Why this step is important
Initial Praise for What the Child Has Done Correctly and/or an Expression of Affection	Starts the interaction on a pleasant and positive note. Encourages the child to continue using the appropriate behavior. Helps create a helpful rather than a critical interaction.

Description of Appropriate Behavior	Tells the child exactly what he did correctly and for which behavior(s) he is being praised.
Description of Inappropriate Behavior	Tells the child specifically what he did wrong.
Demonstration and Description of Alternative Behavior	Shows the child exactly what he can do to improve and clarifies the correct behavior so he will know exactly what is expected.
Rationale for Alternative Behavior	Teaches the child about the natural consequences of the behavior and why the behavior is important for him. Helps encourage the child to use the behavior and helps develop reasoning abilities.
Request for Acknowledgement	Tells the parent if the child is listening and understands what is being taught. Prompts the child to become involved in the interaction and ask questions.
Practice	Involves the child actively in the learning process and helps him learn the behavior more easily. Gives the parent the opportunity to check the child's understanding and ability to perform the behavior.
Feedback—Begin with the First Step and Use as Many of the Steps as Needed	Tells the child exactly what he did correctly and incorrectly during the practice. Gives the parent the opportunity to praise the child and provide additional teaching (descriptions and demonstrations) as needed. Encourages the child to learn the behavior.
Encouragement through Praise and Other Rewards	Motivates the child to behave appropriately, to use the behavior, and to participate in future teaching interactions.

Handout: Teaching a New Skill

The interaction begins when the parent notices the child is having difficulty drying dishes. This is the first time he has tried to dry drinking glasses.

Step	Example
Initial Praise and/or Expression of Affection	Parent smiles, puts his arm around the child and says, "Thanks for helping with the dishes, you're working really hard."
Description of Appropriate Behavior	"You're doing a great job drying the plates."
Description of Inappropriate Behavior	"But it looks like you're having a little trouble drying the glasses, they are still wet inside."
Demonstration and Description of Alternative Behavior	"Glasses are hard to do so let me show you an easier way to dry them." Parent demonstrates how to dry a glass and says, "See, you hold the towel like this, and turn it inside the glass."
Rationale for Alternative Behavior	"This way the inside of the glasses get dry and there aren't any water spots left on them."
Request for Acknowledgement	"Do you understand how to do it?
Practice	"Now, why don't you try to dry these glasses."
Feedback	"That's right, you're holding the towel the right way, and you're getting the whole glass dry."
Encouragement through Praise and Other Rewards	"You did a fine job with the glasses and all the dishes. You've been a big help to me. Let's go play a game of cards now!"

Handout: Correcting Behavior

A child is getting dressed to play outdoors. She asks her mother if she can wear her new dress shoes so she can show them to her friends. Her mother says "No, I'm sorry but you can't wear them to play in—they may get scuffed. Remember we bought them so you would have nice shoes for special occasions. Why don't you ask your friends to come over to see them?" The child responds loudly, "But I won't hurt them! I want my friends to see them now! You never let me do anything! I want to wear them! They're my shoes, and I can do anything I want with them!"

Step	Example
Initial Praise and/or Expression of Affection	The parent sits down next to the child and in a pleasant tone of voice says, "Thanks for asking me if you could wear the shoes. I know you're disappointed that I said no."
Description of Inappropriate Behavior	"Let's forget about the shoes right now and talk about the way you responded to me when I said, 'no.' When I told you that you couldn't wear the shoes you raised your voice, put an angry look on your face like this (demonstrate it), and started to argue."
Description of Alternative, Appropriate Behavior	"When you don't agree with me or are mad about what I've said, instead of yelling and arguing I'd like you to say in a normal tone of voice something like, 'Mom, I wish you'd think about it again. I really don't agree with you. I'll be very careful with them. But if you don't want me to wear them I won't.' "
Rationale for Appropriate and Inappropriate Behavior	"When you answer me in a pleasant tone of voice without arguing or yelling I am willing to listen to your complaints and sometimes I may even change my mind. However, when you argue and yell, I don't want to listen to you. There will be a lot of times when other people like school teachers or friends will say no to you. If you argue and yell with a teacher you may get

	into trouble in school and if you behave like that with friends they may not want to be around you."
Request for Acknowledgement	"Does that make sense?" or "Do you understand what I'm saying?"
Practice	"Let's start from the beginning. You ask to wear the shoes, and I'll say no. Then you try saying something like 'Oh, Mom, I really would like to wear them. Won't you think about it? I will be very careful with them. But I won't if you say so.' OK? Do you want to practice that?"
Feedback	"That was great! You told me that you weren't happy with my decision but you said it in a nice tone of voice and you even smiled a little. No arguing, no yelling—it was super."
Encouragement through Praise and Other Rewards	"You really did a fantastic job practicing. I know you were in a hurry to play with your friends but you spent the time practicing this and didn't complain about it at all. I still don't want you to wear your new shoes, but why don't you invite your friends for lunch after you play and then you can show them your shoes?"

Handout: Encouraging Appropriate Behavior

A parent and child are shopping. The child asks, "Will you buy me some new crayons? I really need them." The parent responds, "Not today. I really can't afford to. You have so many crayons anyway." The child says, "I guess you're right. I don't need them that much, but I would like some new ones."

Step	Example
Initial Praise and/or Expression of Affection	Parent puts his arm around the child and says, "I know you

	wanted to get new crayons but when I said no, you really took it well."
Description of Appropriate Behavior	"You didn't get angry or whine or argue. You just agreed with my decision even though you were disappointed."
Rationale for Appropriate Behavior	"It's really nice to go places with you and to be around you when you respond like that."
Encouragement through Praise and Other Rewards	"I really liked your reaction. Maybe we can think of some ways you could earn the money for the crayons."

Home Assignment

Continue your home intervention program and, if you are ready, add another problem behavior to it. Select a new behavior or skill to teach your child and use the teaching interaction. Be sure you choose a behavior that he doesn't already do and that he will be able to use regularly.

Week 7: Working with Older Children and Handling School Problems

Goals and Activities

1. Continue behavior rehearsals and review the teaching interaction steps.
2. Present lecture: Working with older children and handling school problems.
3. Discuss parents' home programs, the change procedures being used, and any problems they are having.
4. Hand out next week's assignments.
5. Meet individually with parents.

Materials

1. Blackboard or another type of presentation board.
2. Handouts: Negotiating with children, parent-child contracts, and school note.
3. Next week's home assignment.

Review: Teaching

The "teaching interaction" is a direct teaching approach that parents can use to help their children learn new skills and appropriate behaviors. It consists of nine steps. Parents can be flexible with this approach and do not have to use all nine steps in every interaction. They can use it to teach new skills and alternative behaviors, correct problem behaviors, encourage appropriate behaviors, and prevent future behavioral problems.

The nine steps to the teaching interaction are:

—**Initial Praise and/or an Expression of Affection**—Praise the child's appropriate behavior and what he has accomplished. Use positive physical contact and a pleasant tone of voice.

—**Description of Appropriate Behavior**—Describe what the child has accomplished or any appropriate behavior displayed.

—**Description of Inappropriate Behavior**—Describe what the

child does inappropriately. Specify all of the incorrect problem behavior.

—**Demonstration and Description of the Alternative Appropriate Behavior**—Describe and demonstrate the specific behaviors that the child can use instead of the problem behaviors or the correct behaviors in a specific skill.

—**Rationales**—Provide reasons for using the appropriate behavior and for not using the inappropriate behavior. Rationales explain the natural consequences (positive and negative) of the behavior.

—**Request for Acknowledgement**—Check with the child to make sure he understands what is being said.

—**Practice**—Involve the child in the teaching by having him try out or practice the skill.

—**Feedback**—Tell the child how he did during the practice. Use a "mini" teaching interaction. Praise and describe appropriate behavior, provide corrective feedback—describe inappropriate behavior and how to correct and improve it. Praise and provide more feedback if needed.

—**Encouragement through Praise and Other Rewards**—Praise appropriate behaviors throughout and at the end of the interaction. Arrange for natural rewards to follow the teaching session or use other rewards (points, stars) to encourage the child's participation.

Discuss the ways that the parents used the teaching interaction during the past week and how they may continue to use it. They need to be able to use it naturally and spontaneously throughout the day. The components should become parts of their general day-to-day interactions with their children and **not** procedures to use only when problem behaviors occur.

Lecture: Working with Older Children and Handling School Problems

Many of the behavior change techniques presented during the past weeks have been geared toward the preschool and elementary school aged child. However, the underlying strategies behind each technique apply to people of any age. The ABC pattern of learning described here occurs regardless of age. Since all people learn in the same way, the ABC patterns of learning can be identified for anyone.

The role that consequences play in increasing, decreasing, and maintaining behavior is as important for the older child as for the younger child. What is different is the nature of the consequences that are used to encourage or change behavior. The child who likes receiving stars for doing chores around the house when he is four will not be rewarded by stars when he is 14. However, he might like earning a monetary allowance for doing household jobs. Although the specific consequence differs, the underlying stategy remains the same. When a parent works with an adolescent he will not, of course, use time-out as a negative consequence for inappropriate behavior. However, he may decide to use a form of time-out that is used often

with older children—restricting the child from certain activities (going out with friends, using the car).

Parents of older children usually have the same goals as parents of young children—to teach them responsible ways of behaving. And whether a child is 4 or 14, the parent's role is to teach him the behaviors and skills he needs to know. The teaching interaction is an effective method for teaching new skills and correcting the behavior of children of all ages. In fact, the teaching interaction was originally developed for use with adolescents. Like young children, adolescents need and respond to praise, positive attention, and feedback. Since they also need to learn and practice a number of new skills, the teaching interaction is an ideal technique to use. For example, an older child may need to learn how to apply and interview for a job, how to ask someone for a date, how to introduce himself to others, or how to accept criticism.

Older children differ from younger children in two major ways—the specific behavior problems are different (the types of behavior problems that occur and the kinds of social skills they need), and parents usually have less control over adolescents and what they see as rewards. Instead of problems like whining, temper tantrums, and going to bed on time, parents of older children may have to deal with problems such as skipping school, drinking, and using drugs. However, some problems are similar—arguing, talking back, keeping a messy bedroom, general noncompliance and disobedience.

Handling the child's problem behaviors is tied closely to a parent's ability to control the consequences, both good and bad, of those behaviors. As opinions and reactions of peers become more important to adolescents, parents often have more difficulty controlling the rewards and finding effective ways to motivate and influence their children.

The increasing degree of independence and responsibility given to children as they get older also affects the parents' control and influence over them. Although parents want children to be obedient, they also expect them to become more independent and take on more responsibilities as they become older. A natural conflict between a child's independence and a parent's control over him can develop. Therefore, parents need to involve older children in the planning of behavior change programs. Parents should sit down with children and discuss the problem behaviors and ways to deal with them. Working together, they can plan and carry out the intervention program.

Negotiation

One way to include a child in the change process is to "contract" or negotiate with him. A contract or negotiation procedure works like this:

—With the child, identify and describe the problem behaviors to decrease and the appropriate behaviors and new skills to teach and increase.
—Select the positive and negative consequences of the behaviors.
—Write a contract stating the behaviors that the child agrees to do

and the consequences that the parent will provide. Essentially the contract is an agreement between the parent and child that states "When I (the child) do (appropriate behavior,) I will earn (positive consequence") and "When I do (problem behavior), I will lose (negative consequence)."

For example, a parent and child decide that the child should be responsible for certain jobs around the house. The jobs are: keeping his room neat, mowing the lawn, washing the dinner dishes, helping with the laundry, and emptying the garbage. He earns a weekly allowance for doing these. If he doesn't complete them or do them satisfactorily he doesn't earn the entire allowance.

Besides monetary rewards, parents can use a number of other positive and negative consequences to motivate their older children, including: use of the family car, use of the telephone, TV viewing, curfew, and all kinds of other commodities and activities older children like (records, new clothes, movies, and rock concerts).

Parents should begin the negotiation procedure the same way they begin a teaching interaction--with a calm and pleasant tone of voice, providing descriptive praise or an expression of affection. There will be occasions when parents will need to become very serious, for instance, when a child's behavior gets him into trouble in school or with the law. However, even in these situations parents should remain calm and rational and avoid making critical comments, accusations, or judgments about the child. Instead they should simply describe his behavior, its consequences, and begin negotiating a solution.

Negotiation Steps:

1. Introduce the subject in a pleasant and calm manner. Provide initial praise, or express affection, empathy, or concern.
   Example: Parent puts his arm around the child's shoulder and says, "Joe, I'm glad to see that you're home early from school. There are a few things I'd like to talk with you about."

2. Describe the inappropriate or problem behavior.
   Example: "I've noticed lately that when you come home from school you toss your jacket on the floor and go into the kitchen to get something to eat. Then you leave the dirty knife on the drainboard, the peanut butter jar and bread bag open, and crumbs all over."

3. Describe the appropriate or alternative behavior.
   Example: "I know you're usually starved when you get home, but I'd really like you to hang up your coat when you get in, and put the food away and clean up the kitchen after you've fixed a snack."

4. Provide rationales—describe the natural consequences of the behaviors.
   Example: "When you hang up your jacket, it stays clean longer and the house looks neat. It is important to put the food away so it doesn't spoil, and cleaning up after you eat makes it a lot easier for me to begin dinner."

5. Ask for acknowledgement and input.
   Example: "What do you think about that?"
6. Negotiate possible solutions with the child. Ask him for his suggestions and offer additional options and alternatives.
   Example: "What do you think we could do to help you remember to do these things? How about using part of your allowance to help you remember to hang up your coat and clean up after you eat? For instance, you could earn 20 cents of your allowance each time you do these and lose 20 cents when you don't. How does that sound?"
7. Come to a final decision together and write the agreement on paper to formalize the contract. As a reminder to both the child and the parent, post the contract in a visible spot.
   Example: "I agree to hang up my coat and clean up after snacks. When I do these I earn 20 cents of my weekly allowance. When I don't, I lose 20 cents."
8. Provide encouragement through praise and other rewards. Praise the child for any appropriate behavior he displays during the negotiation—eye contact, compliance, not arguing or complaining, or offering solutions.
   Example: "Thanks for spending the time discussing this. You came up with some good suggestions, and didn't argue about the problem or make excuses. Why don't you go fix yourself a snack now—just remember to clean up after!
9. Keep track of the child's behavior. One way is to meet regularly with the child (every evening, after school, or once a week) to discuss how well he did.

On occasion, a parent may need to demonstrate the alternative behavior, have the child practice it, and give him feedback. These steps are done exactly like regular teaching interactions, since what the parent is doing is **teaching** the child. The difference is that here, the older child is more actively involved in identifying the alternative behavior, the consequences, and a final solution.

Parents can also include **themselves** in the contract and agree to change their own behavior as well. For example, when teenagers and their parents constantly yell at each other, each family member can be included in the contract to stop yelling and an agreement concerning the consequences of yelling can be negotiated by everyone. They may decide that each time someone yells he is fined a certain amount of money. As an additional incentive to stop yelling, the money collected in fines each week goes to the person who yells the least.

Any number of things can be negotiated. If a teenager wants to use the family car, parents can use this procedure to negotiate—he earns the privilege of using the car if he gets certain grades on his tests, spends so many hours studying each night, does specific chores around the house, or doesn't talk back to the parents.

When parents negotiate consequences or privileges with their children, at the same time they also teach them skills such as compromising and decision making that can help them become more in-

dependent and responsible. Negotiating and including the child in decisions are ways to build and improve the parent-child relationship. A child will be less apt to view his parent as arbitrary and unfair if his own input is solicited and used.

School Problems

A frequent concern of many parents is how they can help their children with academic and social problems in school. The first step in helping children with school-related problems is to identify the specific behavior problems. Often parents learn about problems in school only after they have become so disturbing or severe that the teacher has difficulty handling them, when the child's grades go down on his report card, or when the child complains about specific difficulties in school.

As soon as a parent **suspects** that his child is having problems in school, he should contact the school teacher and arrange for a face-to-face meeting. If this isn't possible, he can try to discuss these issues with the teacher over the phone. Even when a child doesn't seem to have special problems in school, a parent may still want to meet with the teacher to keep track of the child's progress and to prevent any future problems from occurring.

The parent should ask the teacher for specific descriptions of the child's behavior. If the child has an academic problem, the parent should find out the exact nature of the problem, which subject it is in, and what exactly the child is or is not doing. When there are social or disciplinary problems, the parent should ask when, where, and how often the problem behavior occurs.

A teacher may say the child is "not working up to his potential." The parent needs to ask exactly what the child is doing—not completing assignments, doing them incorrectly, failing tests.

The parent should then ask the teacher for suggestions for changing or improving the behavior. With an academic problem, the parent can ask, "Are there some specific things that we can do at home to help? Should we quiz him, go over his homework, listen to him read?" The teacher may be able to provide extra homework or study lessons in the subjects in which the child is having difficulty. If not, the parent will need to find materials to help tutor the child.

The School Note

When children have consistent and serious problems in school, parents need a way, other than meeting with the teacher, to keep close track of the school behavior. Parents need to be notified regularly about the child's behavior. If the teacher is willing, information can be acquired through phone calls, notes sent home by the teacher, or regular meetings.

The parents may want to use a more formal written mechanism, commonly called the "school note."[14] On the note, the parent or teacher writes a list of the child's problem behaviors. Then at regular intervals (daily, weekly, each class period), the teacher indicates if and how often the behaviors occurred and their severity. Ap-

propriate behaviors also can be tracked and improvements noted on the card. Teachers can provide feedback in many different ways. They can write descriptive comments about the child or use rating or grading systems.

However, for the note to work, the parent must have the teacher's help. A teacher is much more likely to consent to using a note if he can see the potential benefits in the program and is given the chance to have input and make suggestions. Parents should design notes that are simple and require a minimum amount of the teacher's time.

School notes are most effective when parents use the feedback to set up home study and incentive programs. Parents can use incentives (positive consequences) to motivate the child to change his school-related behavior. For example, a child could earn rewards for studying, completing homework, and for showing improvements on the school note. Negative consequences would follow if the child failed to meet the goals of the program.

When a child is having problems in school, parents should try to make the home study sessions as rewarding and enjoyable as possible. Parents can teach academic skills in ways other than tutoring or quizzing the child. Everyday activities in the home can be used as "teaching" opportunities. For instance, baking a cake can be used to help a child practice reading (the recipe from the cookbook) and arithmetic (measuring the ingredients). Children can practice reading by playing board games (reading the instructions or game cards) or by shopping with a parent and reading the ingredients and nutritional information on food packages. The parent can involve the child in the activity by asking him to select a cereal with the least sugar. Parents and children can read together something that the child especially enjoys—comic books, articles about the child's favorite activity, sports sections in the newspaper.

When a child has social problems in school, a similar feedback and incentive program can be used. A school note can be designed to keep track of the problem behaviors, and an incentive system can be used to encourage and reward the behavior changes. Parents also may need to teach the child specific social skills. For example, if a child has problems making friends and playing with other children in school, the parent can teach him skills such as asking others to play, resolving conflicts without fighting, or sharing with others. Once the skills are taught, the parent can use a school note to find out if the child is using the skills and to determine if changes are occurring. Rewards could be earned for showing improvement.

To help children with school-related problems, parents should:

—Identify the specific problems.
—Develop an efficient way to get feedback from the teacher on a regular basis.
—Develop a home incentive or reward system to help change the behavior.
—Provide the teaching or study sessions that are needed.
—Keep track of the child's progress so that the rewards are given contingently and other problems can be prevented or identified before they become too serious.

Discussion

Encourage the parents to discuss and ask questions. Find out if they need more opportunities to practice any of the behavior changes and teaching techniques. If so, schedule time during the next meeting for behavior rehearsals.

Individual Consultation

Hand out next week's assignments and meet individually with each parent. Discuss the progress of their behavior change and teaching programs. If parents want to begin programs for school problems, talk to them about identifying the problems, contacting teachers, and developing a school note.

Handout: Negotiating with Children

Problem Solving Steps:

1. Introduce the subject in a calm and pleasant way. Provide praise or an expression of affection, empathy, or concern.
2. Describe the inappropriate or problem behavior.
3. Describe the appropriate or alternative behavior.
4. Provide rationales—describe the natural consequences of the inappropriate and the appropriate behaviors.
5. Ask for acknowledgement and input.
6. Discuss possible solutions with the child.
7. Reach a final decision with the child. Write the agreement on paper to formalize the contract and put it up in a visible spot.
8. Provide encouragement through praise and other rewards for appropriate behavior shown during the negotiation session and for improvements in the target behavior.
9. Keep track of the child's behavior by meeting regularly with him to discuss his progress or through more formal methods such as behavior charts.

Handout: Sample Parent-Child Contract

I, _____ (Child's Name) _____ agree to:

1. Get to school on time every day.
2. Complete daily homework assignments.
3. Dry the dinner dishes every evening.
4. Mow the lawn on the weekend.
5. Clean my bedroom at least once a week.
6. Dust, vacuum and straighten up the family-room at least once a week.
7. Discuss disagreements with my parents instead of arguing and yelling.

In exchange, I will earn a weekly allowance of $ _____ .

_____ Date

_____ Child's Signature

I, _____ (Parent's Name) _____ agree to:

1. Stop nagging _____ (Child's Name) _____ about
   a. doing his homework,
   b. keeping his room neat,
   c. helping around the house.
2. Discuss disagreements and problems with _____ (Child's Name) _____ instead of criticizing and yelling.

_____ _____

Date Parent's Signature

Handout:
School Note

Child's Name _____ Date _____

Teacher's Name _____

Academic Skills	Completes Assignments (Yes or No)	Achievement +, S, or –	Improvement (yes or no)	Comments
Arithmetic				
Social Studies				
Handwriting				
Spelling				

Social Skills	Yes	No	Comments
Follows Instructions			
Pays Attention			
Stays in Seat			
Raises Hand			

Symbols: + = Excellent
S = Satisfactory
– = Unsatisfactory

Home Assignment

Continue your intervention and teaching programs. If your child is having problems in school, begin the school note procedure. Talk with the child's teacher(s) and develop a school note.

If you have an older child, begin the negotiation process and design a contract to use.

Week 8: Wrapping It Up

Goals and Activities

1. Ask parents to discuss their intervention programs and to present the changes in the children's behavior.
2. Review: Changing the consequences, using behavior charts and incentive systems, teaching new skills and alternative behaviors, and contracting.
3. Present simulated problem situations and ask the parents to identify the ABC patterns and describe intervention and change procedures.
4. If necessary, practice intervention procedures.
5. Discuss: Maintaining behavioral changes.
6. Ask parents to fill out evaluation and assessment measures.
7. Hand out Certificates of Course Completion.
8. Meet individually with parents and discuss long-term objectives and procedures.

Materials

1. Assessment measures and program evaluation questionnaires.
2. Course completion certificates.

Review: Changing Behavior

Procedures for Decreasing Problem Behavior

—Ignoring problem behavior—not attending to the child's inappropriate behavior.
—Removing rewards—taking away any immediate rewards that are present while the child is misbehaving.
—Applying penalties—taking away future rewards for misbehavior.
—Time-out—removing child from rewarding situation for a short period of time.

Procedures for Increasing Appropriate Behavior

—Attending to appropriate behavior—providing positive attention and praising the child for appropriate behavior.
—Rewarding appropriate behavior—providing other rewards (privileges, activities, tokens) for appropriate behavior.
—Using the "teaching interaction" to encourage appropriate and alternative behaviors.

Behavior Charts and Incentive Systems

Behavior charts and incentive systems help parents keep track of

behavior and motivate the child to change his behavior. Charts make the child's progress visible and can help prompt the appropriate behaviors from the child and parental responses. Incentives are usually exchange rewards (stars, points, money) that are "earned" for appropriate behavior and exchanged for other desired rewards (activities, TV privileges, snacks).

—Star Charts—These are most effective for younger children since they are simple and clear. Other symbols—happy faces, check marks, stickers—can be used in place of stars.
—Other Reward Charts—These are similar to star charts but the rewards used (tokens, poker chips, money) are more suitable for older, elementary school aged children.
—Point Systems—These are more advanced exchange systems where points are earned for appropriate behavior and lost for inappropriate behavior. The points are then used to "buy" other rewards.

Teaching

Review the nine teaching interaction steps. Present examples and discuss: teaching new skills, correcting problem behaviors, and encouraging appropriate behaviors.

Contracting

A contract is a written agreement between the child and parent stating exactly what the child is supposed to do and the consequences for performing or not performing the desired behavior. Parents' behavior can also be included in contracts. This gives both the parent and child the opportunity to state their grievances, make compromises, and negotiate solutions. Contracting is usually most effective with adolescents.

Lecture: Maintaining Behavioral Changes

Behavioral changes are more easily maintained when parents incorporate the interaction and change procedures into their daily lives. Encourage parents to make them a part of their natural interaction style and routines. There is a direct link between the parent's and child's behavior—if the parent slips back to his "old" behavior, the child will also. Therefore, in order to maintain the behavioral changes and gains, parents must maintain their own behavior and continue to use the interaction procedures.

Slipping

Parents may slip back to their old ways for a number of reasons. They include:

—Child's problem behavior has decreased and no longer bothers the parent.
—Other problems or obligations take the parent's attention and time away from dealing with child's problem behaviors.

—Parent lacks outside support, encouragement, assistance, and recognition—he has no one to go to for help, comfort, or rewards. This may be especially true for some single parents who have no other adults to share problems and responsibilities with, and for parents whose spouses do not support the program and do not agree with the methods.

—Parents have not been successful with the program. Some parents may give up because problem behaviors have not decreased as much or as quickly as they would like. Problems may exist in their intervention programs (incorrect use of procedures, wrong rewards, lack of consistency) and instead of recognizing and correcting them, they give up on the entire program.

—Parents have misconceptions about the program's methods. Some parents may enter the program wanting quick and easy solutions to their problems. As they participate in the program they learn that changes are not made easily and require more time and work than they anticipated. They are not willing to spend the time to change the behaviors and maintain the changes. Some choose to tolerate problem behaviors rather than spend the time and energy to reduce them.

Maintaining Children's Behavior

Parents can maintain changes by:

—Continuing to use the change techniques regularly and consistently.

—Keeping track of the behavior—using behavior charts, graphs, or other visual displays to motivate the child and monitor the behaviors.

—Anticipating and preventing problem behaviors by actively teaching social skills, maintenance skills, and other behaviors.

—Intervening before the problem behavior becomes too severe and applying appropriate consequences and interventions as soon as the child misbehaves, before a habit or routine is developed.

—Remembering the ABC pattern of learning and as a general rule ignoring (or using another type of negative consequence) the problem behaviors and attending to and rewarding appropriate behaviors.

—Telephoning the consultants or other parents from the group when they need advice, support, or encouragement.

—Attending follow-up meetings.

Individual Consultation

Answer questions and make closing comments. Thank the parents for their participation, attendance, and contributions. Hand out their Certificates of Course Completion.

As you meet individually with each parent, the others should fill out the assessment measures and the program evaluation questionnaire (see Appendix B). Discuss the parents' plans for the coming

weeks and arrange to telephone or visit them before the follow-up meeting. Discuss the specific maintenance problems you think they may encounter and suggest ways they can avoid them. Provide refreshments (or ask the parents to bring snacks) for a "graduation" celebration.

Certificate of Completion

Awarded to:

_____

For Attending and Completing

Active Parenting

An Eight-Week Parent Training Program

Program Director _____

Date _____

Appendix A: Preprogram Materials

Sample: Informed Consent[15]

This form represents the voluntary consent of _____ (First Name) _____ (Middle Initial) (Last Name) to participate in the evaluation of the training program known as _____

PURPOSE: I understand that the purpose of the training program is to teach parenting skills and to evaluate the effectiveness of the program.

PROCEDURES: I understand that my consent allows the collection, analysis, and dissemination of different areas of information. These areas include certain information about myself and my child(ren) before, during, and after the training program.

BEFORE entering the training program: I understand that information will be collected about me and my family such as background (e.g., number of brothers and sisters); educational background (e.g., last year completed in school) and vocational and occupational experiences (e.g., types of employment). This information will be obtained through interviews and questionnaires. Information about my behavior and my child(ren)'s behavior will be collected during in-home and out-of-home meetings using questionnaires, live observations, and audio visual equipment.

DURING the training program: I understand that during the training program the same kind of information as described in the previous paragraph will be collected but covering the time when I am participating in the training.

AFTER the training program: I understand that the same kinds of information as described in the previous two paragraphs will be collected but covering the time since I completed the training. I further understand that information concerning my own and my child(ren)'s experience with the training program will also be collected at this time.

DISCOMFORTS OR RISKS: I understand that there is no physical risk or discomfort involved. I understand that the potential social or psychological risk my children or I may experience is that our

names may become publicly associated with particular facts about our life. I understand that we are protected from this risk by safeguards described in the PRIVACY PROTECTION section of this form.

PRIVACY PROTECTION: I understand that the program directors protect my children's and my own privacy by keeping information about us in locked files. I understand that publication of research results in any form will protect our privacy and disguise us by using other names or code numbers instead of our real names and whenever possible by adding together information about us along with information about others.

BENEFITS: I understand that the potential benefits of the program are that it will provide me with additional parenting skills that may help improve my interactions with my child(ren) and it also will permit distribution of the program's methods to other parents.

ALTERNATIVES: I understand that the alternative to my participation in the training program is to not participate, and I understand that other parenting programs are available elsewhere.

RIGHT TO WITHDRAW: I understand that if I wish to withdraw my consent later I may freely do so without prejudice to me or my child(ren) even after I sign this consent form. I agree that such a withdrawal will be made in writing to at least one of the directors of the training program.

RIGHT TO INQUIRY: I understand that I have the right to inquire at any time about the procedures described in this document. I understand that I can direct these inquiries to the program directors.

I understand that my signature below signifies my voluntary informed consent for myself and my child(ren) to participate in the program.

_____ _____

(Participant Signature) (Date)

Inquiries may be sent to:

Trainer's Name
Address
Phone Number

Sample: Program Contract

The trainers agree to do the following:

1. Provide weekly training meetings.
2. Be on time for weekly meetings.
3. Provide weekly individual consultation.
4. Provide all necessary equipment and materials.
5. Provide advice and assistance to you when problems or questions arise while you are taking part in this program.
6. Comply with all of the components in the informed consent form.
7. Assess your skill level before, during, and after the program and provide you with feedback.
8. Other:

_____ Date

_____ Trainer

_____ Trainer

In order for the training program to be as beneficial as possible it is necessary that you, the parent, agree to:

1. Attend all meetings and be on time unless special circumstances (illness) prevent your attendance.
2. Notify trainers as soon as possible if you are unable to attend a meeting and schedule and attend a make-up session.
3. Complete the weekly written, reading, and home assignments.
4. Follow the recommendations agreed to by the trainers and yourself.
5. Participate in group meetings, behavior rehearsals, and individual consultations.
6. Participate in the evaluation of the training program—the assessment of parent and child behavior before, during, and after the program using videotaped and written measures.
7. Other:

_____ Date

_____ Parent

Appendix B: Assessment Measures

Participant Questionnaire[16]

1. Name _____
2. Address _____
3. Phone Number _____ 4. Age _____
5. Marital Status—please check one:

   _____ Married
   _____ Divorced
   _____ Widowed
   _____ Separated
   _____ Never married

6. How many years of education have you completed? Circle one:

	College	
	Undergraduate	Graduate
1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5	1 2 3 4 5

7. List any educational or vocational programs you have participated in and degrees or certification earned (e.g., B.S., R.N., etc.)

Program	Degree or Certificate earned
_____	_____
_____	_____
_____	_____

8. What is your present occupation? _____
9. List the four most recent job positions you have held and give the month and year you started and ended each position.

Position	From	To
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

10. What is your family's annual income (include all forms of income such as child support, alimony, federal, or state payments)? Check one:

    _____ Less than $5,000
    _____ Between $5,001 and $10,000
    _____ Between $10,001 and $15,000

_____ Between $15,001 and $20,000
_____ Between $20,001 and $25,000
_____ Between $25,001 and $30,000
_____ Over $30,000

11. List the name(s), age(s), date(s) of birth and the sex of the child(ren) you will be working directly with during this program.

Name	Age	Date of Birth	Sex

12. List the name(s), age(s), date(s) of birth and the sex of the other children in the family you will not be working directly with during this program.

Name	Age	Date of Birth	Sex

13. Why are you interested in participating in this training program? Please be specific.

_____

_____

_____

_____

14. List three or more behaviors that your child does now that you would like to see him/her do less often.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

15. List three or more behaviors that your child knows how to do that you would like him/her to do more often.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

16. List three or more behaviors your child doesn't know how to do that you would like him/her to learn.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

17. Have you participated in any other parenting programs (such as PET, STEP or Positive Parenting)?

_____ Yes _____ No

a. **If yes,** list the program(s) and approximate date(s) when you participated.

Program	Dates
_____	_____
_____	_____
_____	_____
_____	_____

b. **If yes,** how did the program(s) help you—what did you learn that helps you with your child(ren), what were the benefits of the program(s)?

_____
_____
_____

c. **If yes,** were there any things about the program(s) you disliked?

_____
_____
_____

18. Are there any persons that you count on for help, such as getting information or advice on what to do with your child(ren), for emotional support, or for special help, such as baby-sitting, taking your child(ren) for a few days, lending a helping hand?

_____ Yes _____ No

If yes, how are these people related to you? Indicate **relationship** only (sister, mother, dad, friend, etc.), please do not include names.

Person 1 _____

Person 2 _____

Person 3 _____

Person 4 _____

19. Is there anyone who comes to you for help?

_____ Yes _____ No

If yes, how are these people related to you? Indicate **relationship** only (sister, mother, dad, friend, etc.), please do not include names.

Person 1 _____

Person 2 _____

Person 3 _____

Person 4 _____

20. What kind of help do you give to each person you listed and how often?

_____

_____

_____

21. Approximately how many waking hours each day do you spend with your children?

_____

22. Does your family have dinner at approximately the same time each evening?

_____ Yes _____ No

23. Do your children have a regular bedtime?

_____ Yes _____ No

24. Have you ever sought or been referred to professional help (such as a counselor or psychiatrist) for your child(ren) or family?

_____ Yes _____ No

If yes, please describe the problem and the help you received.

_____

_____

_____

25. Do you receive or have you ever received any other help or assistance from other places or organizations, such as organizations for parents, conferences, parent-teacher meetings, community mental health clinics?

_____ Yes _____ No

If yes, list these places or organizations below:

_____

_____

26. Approximately how many hours per week do you usually get out by yourself, with your spouse, or friends (without your children) for recreation of some kind?

_____

27. When my child **starts** misbehaving: Check one:

_____ I punish him right away
_____ I ignore him for a while but if he keeps up, I try to stop him
_____ I ignore him until he stops
_____ I usually try a lot of things to stop him
_____ I usually try to get my child to do something else
_____ Other (please specify): _____

_____

Comments:

28. How often does your child(ren)'s undesirable behavior irritate you or get you upset? Check one:

_____ Always
_____ Often
_____ Occasionally
_____ Rarely
_____ Never

Comments:

29. How often do you punish your child(ren) for problem or undesirable behavior? Check one:

_____ Always
_____ Often
_____ Occasionally
_____ Rarely
_____ Never

Comments:

30. If you do punish your child(ren), what do you usually do? Please be specific.

_____

_____

_____

31. What do you consider to be your biggest problem with controlling or handling undesirable behaviors such as tantrums, hitting, disruptiveness, and so forth? Check as many as apply:

_____ I get irritated too easily
_____ I give in too easily
_____ I am not consistent enough in what I do
_____ I don't think I'm using effective methods
_____ Other (please specify): _____

_____

Comments:

32. When a child is doing something good, you should let him know. Check one:

_____ I definitely agree
_____ I agree somewhat
_____ I am unsure
_____ I disagree somewhat
_____ I definitely disagree

Comments:

33. A friendly smile, a hug, or saying "good job" can be a big reward for some children. Check one:

_____ I definitely agree
_____ I agree somewhat
_____ I am unsure
_____ I disagree somewhat
_____ I definitely disagree

Comments:

34. Children should be rewarded for the good things they do. Check one:

_____ I definitely agree
_____ I agree somewhat
_____ I am unsure
_____ I disagree somewhat
_____ I definitely disagree

Comments:

35. Telling children what they are doing right helps them to learn. Check one:

_____ I definitely agree

_____ I agree somewhat

_____ I am unsure

_____ I disagree somewhat

_____ I definitely disagree

Comments:

36. How often do you reward your child(ren) (by praising him or her, giving a special treat, etc.) when he or she has done something well or behaved appropriately? Check one:

_____ Always

_____ Often

_____ Occasionally

_____ Rarely

_____ Never

Comments:

37. How often do you ignore undesirable or problem behaviors? Check one:

_____ Always

_____ Often

_____ Occasionally

_____ Rarely

_____ Never

Comments:

38. Being a parent is: Check one:

_____ Difficult

_____ Fairly difficult

_____ Neither difficult nor easy

_____ Fairly easy

_____ Easy

Comments:

39. How often does your child(ren)'s behavior make you feel like you want to walk out of the house and never come back? Check one:

_____ Always

_____ Often

_____ Occasionally

_____ Rarely

_____ Never

Comments:

40. To what extent do you think you will be able to change your child(ren)'s behavior in a beneficial direction as a result of this program? Check one:

_____ A great deal

_____ Some important gains

_____ A little bit in the right direction

_____ Not too much

_____ Very little

Comments:

41. How often do other people recognize or praise your efforts with your child(ren)? Check one and list their relationship to you (spouse, sister, friend) below:

_____ Always
_____ Often
_____ Occasionally
_____ Rarely
_____ Never

Comments:

42. How often do your children recognize or praise your efforts with them (for instance, complimenting you on something you've done or thanking you)? Check one:

_____ Always
_____ Often
_____ Occasionally
_____ Rarely
_____ Never

Comments:

43. In general, how well do you control or manage your child(ren)'s undesirable or problem behaviors? Check one:

_____ Very well
_____ Well
_____ About average
_____ Not too well
_____ Not well at all

Comments:

44. In general, how satisfied are you with the way you control or manage your child(ren)'s undesirable or problem behaviors? Check one:

_____ Completely satisfied
_____ Satisfied
_____ Slightly satisfied
_____ Neither satisfied nor dissatisfied
_____ Slightly dissatisfied
_____ Dissatisfied
_____ Completely dissatisfied

Comments:

45. As a result of your past efforts, how satisfied are you with your ability to teach your child(ren) new behavior and skills? Check one:

_____ Completely satisfied
_____ Satisfied
_____ Slightly satisfied
_____ Neither satisfied nor dissatisfied
_____ Slightly dissatisfied
_____ Dissatisfied
_____ Completely dissatisfied

Comments:

46. How satisfied are you with your ability to learn to change your child(ren)'s behavior? Check one:

_____ Completely satisfied
_____ Satisfied
_____ Slightly satisfied
_____ Neither satisfied nor dissatisfied
_____ Slightly dissatisfied
_____ Dissatisfied
_____ Completely dissatisfied

Comments:

47. In general, how satisfied are you with your relationship with your child(ren)? Check one:

_____ Completely satisfied
_____ Satisfied
_____ Slightly satisfied
_____ Neither satisfied nor dissatisfied
_____ Slightly dissatisfied
_____ Dissatisfied
_____ Completely dissatisfied

Comments:

48. In general, how satisfied are you being a parent? Check one:

_____ Completely satisfied
_____ Satisfied
_____ Slightly satisfied
_____ Neither satisfied nor dissatisfied
_____ Slightly dissatisfied
_____ Dissatisfied
_____ Completely dissatisfied

Comments:

49. Please write down any additional comments or relevant information about your child(ren), family, or the problems you are having.

Children's Problem Behavior Checklist

Name of Parent _____ Date _____

Name of Child _____ Age of Child _____

Please fill out this checklist to help us identify your child's problem behaviors. If over the past two months your child has displayed any of the following behaviors, check "YES" next to the specific behaviors. If you consider a behavior to be a problem, check "PROBLEM." If a behavior has not occurred during the past two months, check "NO." If there are behaviors not on the list that you consider to be problems, write these under "other behavior problems" at the end of this list.

	Yes	No	Problem
Not following your instructions	_____	_____	_____
Arguing	_____	_____	_____
Talking back to you	_____	_____	_____
Lying	_____	_____	_____
Complaining	_____	_____	_____
Interrupting others	_____	_____	_____
Crying	_____	_____	_____
Whining	_____	_____	_____
Cruel teasing	_____	_____	_____
Yelling	_____	_____	_____
Threatening	_____	_____	_____
Pouting	_____	_____	_____
Temper tantrums	_____	_____	_____
Noisy	_____	_____	_____
Swearing	_____	_____	_____
Destructive	_____	_____	_____
Physically aggressive with adults (i.e., fighting)	_____	_____	_____
Physically aggressive with peers (i.e., fighting)	_____	_____	_____
Verbally aggressive with adults	_____	_____	_____
Verbally aggressive with peers	_____	_____	_____
Becoming angry when criticized	_____	_____	_____
Not eating	_____	_____	_____
Bedtime problems	_____	_____	_____
Bedwetting	_____	_____	_____
Fearfulness (unreasonable)	_____	_____	_____
Running away	_____	_____	_____
Stealing	_____	_____	_____
Vandalism	_____	_____	_____
Drug problems	_____	_____	_____
Alcohol problems	_____	_____	_____
Little or no eye contact	_____	_____	_____
Little or no speech	_____	_____	_____
Self-destructive	_____	_____	_____

Not toilet trained	_____	_____	_____
Lack self-help skills (i.e., brushing teeth, getting dressed, feeding self)	_____	_____	_____

School problems:

Academic problems	_____	_____	_____
Problems with peers	_____	_____	_____
Problems with teachers	_____	_____	_____
Truancy	_____	_____	_____
Physically handicapped	_____	_____	_____

If so, nature of handicap:

_____

Other behavior problems:

_____

_____

Has your child ever been diagnosed any of the following? If yes, please check as many as apply. _____ Yes _____ No

_____ Mentally retarded
_____ Autistic
_____ Brain damaged
_____ Childhood schizophrenia
_____ Psychotic
_____ Hyperactive
_____ Emotionally disturbed
_____ Learning disability
_____ Other: _____

Has your child's behavior ever led to a police or juvenile court contact?

_____ Yes _____ No

Written Vignettes

Name _____ Date _____

Instructions: Write a few sentences after each item describing what you would say and do if you and your child(ren) were in the situation. Please be as specific as possible and write down **exactly** what you would say in each situation. If you need more space, write on the back or attach extra pages.

1. You have asked your child to hang up his coat. A few minutes later you see the coat is still on the floor where he left it. What do you do?

2. One of your children has never been taught how to set the table. How would you teach this skill?

3. Your two children are watching TV. All of a sudden, you hear them fighting over which station to watch. What do you do?

4. Your child asks you to help him with a crossword puzzle. You tell him you'll help him after you're done fixing dinner. He yells back, "You never help me with anything!" and continues to complain as he stomps out of the kitchen. How do you respond?

5. You've made your children's favorite meal. Dinner is over and their plates have been emptied. BUT you get not a word of thanks. How would you get the children to let you know they appreciate your efforts?

6. Your child's school teacher has called you on the phone to discuss some problems the child is having in school. The teacher has said that your child "is just not working up to her potential in school." How do you respond?

Videotaped Observations: Parent-Child Interactions[17]

Instructions to Parents:

(Instruction) 1. Tell your child to either play quietly by himself or herself or to sit on the chair or couch and look at the magazines or books that are on the table and bookshelf. Tell your child not to interrupt you so that you can fill out the "Daily Home Schedule." He or she may play with anything in the room as long as he or she does not disturb you during this time. (Work on the schedule for 5 minutes.)

(Instruction) 2. Put the schedule aside after 5 minutes have passed. Tell your child to stop what he or she is doing and put the magazines, books, or toys back where he/she got them.

3. After he or she has put the magazines, toys, or books away, tell your child that you are going to teach him or her how to dust a chair. (If your child already knows how to dust, tell the child that you are pretending he or she doesn't know how to dust.) Do not begin teaching your child to dust until all the toys, magazines, or books have been put back where they were found (in the approximate location).

(Instruction) 4. Before beginning the dusting, tell your child to get the dust cloth and polish from the bookshelf where the cleaning materials are and take them over to one of the chairs.

(Teaching) 5. Go over to the chair with your child and teach him or her to dust and polish the chair. Spend no more than 5 minutes on this task.

(Instruction) 6. When the dusting is completed or 5 minutes have passed, tell your child to return the cloth and polish to the table.

(Instruction) 7. There is a pad of paper and a pencil on the table in front of the couch. Tell your child to bring them to the table where you were filling out the schedule.

(Instruction) 8. Tell your child to sit at the table with you and that together you will now make out a grocery list for the week.

(Joint Task) 9. Now make out a grocery list with your child. Spend no more than 5 minutes on this task.

(Instruction) 10. After finishing the list or after 5 minutes have passed, tell your child to put the pad of paper and pencil back on the table.

(Instruction) 11. After the paper and pencil are put away, tell your child to sit at the table with you so you can talk for a few minutes.

(Problem Solving) 12. Discuss one of your child's behaviors that has been a problem lately. Try to reach an agreement with your child on how to deal with the problem behavior in the future. Try to spend no more than 5 minutes on this.

13. When you have finished discussing the problem behavior or if 5 minutes have passed, turn to the observation window and say "STOP."

Program Evaluation Questionnaire[18]

Below are questions regarding different areas of the training program. Please rate each area using the 7-point scale below and write down any comments you have about these areas.

7 - Completely Satisfied
6 - Satisfied
5 - Slightly Satisfied
4 - Neither Satisfied nor Dissatisfied
3 - Slightly Dissatisfied
2 - Dissatisfied
1 - Completely Dissatisfied

1. How satisfied were you with the effectiveness of the **lectures** in helping you learn the parenting skills? _____

   Beneficial aspects:

   Suggestions for improvement:

2. How satisfied were you with the effectiveness of the **group discussions** in helping you learn the parenting skills? _____

   Beneficial aspects:

   Suggestions for improvement:

3. How satisfied were you with the effectiveness of the **behavior rehearsals** in helping you learn the parenting skills? _____

   Beneficials aspects:

   Suggestions for improvement:

4. How satisfied were you with the effectiveness of the **videotaped examples** in helping you learn the parenting skills? _____

   Beneficial aspects:

   Suggestions for improvement:

5. How satisfied were you with the effectiveness of the **readings** in helping you learn the parenting skills? _____

   Beneficial aspects:

   Suggestions for improvement:

6. How satisfied were you with the effectiveness of the **individual consultations** in helping you learn the parenting skills? _____

   Beneficial aspects:

   Suggestions for improvements:

7. How satisfied were you with the **attention** given you by the trainers? _____

   Beneficial aspects:

   Suggestions for improvement:

8. How satisfied were you with the **socializing** between parents before and after the meetings? _____

   Beneficial aspects:

   Suggestions for improvement:

9. How satisfied are you with the **effectiveness** of the program in improving your interactions with your child(ren)? _____

   Beneficial aspects:

   Suggestions for improvement:

10. How satisfied are you with the **effectiveness** of the program in helping you handle your child(ren)'s problem behaviors? _____

Beneficial aspects:

Suggestions for improvement:

11. Please comment on any other beneficial aspects of the program and any other areas which you think need improving.

Beneficial aspects:

Suggestions for improvement:

Appendix C: Weekly Program Materials

Weekly Contract[19]

For the week of _____

I, the parent, agree to:

1. Attend the group meeting and be on time unless a trainer has been notified and a make-up meeting has been scheduled.
2. Complete the weekly assignments:
   a. c.
   b. d.
3. Follow the recommendations agreed to by the consultant and myself:
   a. c.
   b. d.
4. _____
5. _____
6. _____

_____ _____
Date Parent

I, the trainer/consultant, agree to:

1. Be on time for the weekly meetings.
2. Present and discuss the weekly topics.
3. Provide individual consultation.
4. Provide all necessary equipment and materials.
5. _____

_____ _____
Date Trainer/Consultant

Weekly Program Evaluation[20]

Date _____ Topic _____

Trainer's Name _____

Using the scale on the right, please answer questions 1-7 below by putting the appropriate number in the blank following each question:

7 - Completely Satisfied
6 - Satisfied
5 - Slightly Satisfied
4 - Neither Satisfied nor Dissatisfied
3 - Slightly Dissatisfied
2 - Dissatisfied
1 - Completely Dissatisfied

1. How satisfied are you with the **quality of instruction** of this topic? _____

   Comments:

2. How satisfied are you that you have **learned the necessary skills** to begin to use this aspect of the program? _____

   Comments:

3. How satisfied are you with the **usefulness** of this topic? _____

   Comments:

4. How satisfied are you with the **pleasantness** of the trainer? _____

   Comments:

5. How satisfied are you with the **trainer's knowledge** of the subject matter? _____

   Comments:

6. How satisfied are you with the way the trainer **answered** the questions? _____

   Comments:

7. How satisfied are you that the **feedback** you received from the trainer helped you improve your skills? _____

   Comments:

8. How could this program meeting be improved?

   Comments:

9. Rate the length of time devoted to this topic.

Too Long		Just Right		Too Short
_____	_____	_____	_____	_____

   Comments:

Appendix D: Behavior Charts

Weekly Behavior Chart

BEHAVIOR	MON	TUES	WED	THUR	FRI	SAT	SUN	TOTAL

Weekly Total

Sample:
Star* Chart

BEHAVIOR	MON	TUES	WED	THUR	FRI	SAT	SUN
Wash Hands and Face in the Morning	*	*	*	*	*	*	*
Brush Teeth in the Morning	*	*	*	*	*	*	*
Put Toys Away		*			*	*	
Share Toys		*	*	*	*	*	*
Eat Vegetables	*	*		*	*		*
No Whining			*		*		*
No Yelling		*	*	*			*
Put on Pajamas	*	*	*	*	*	*	*
Brush Teeth and Wash Up before Bed	*	*	*		*		
Go to Bed When Asked				*		*	*

*Other symbols and exchange rewards can also be used.

Sample: Point System and Chart

Nine-year-old Robby earns 10 points a day for each of the behaviors listed on his point chart. He can also earn extra points when, for example, he helps with the yard or house work, gets an especially good grade on a test or school assignment, or when he settles disagreements with his younger sister without fighting. He is earning the points to "buy" a bicycle that will cost him 4,000 points.

BEHAVIOR	MON	TUES	WED	THURS	FRI	SAT	SUN
Gets to School on Time	10	10	10	10	10	—	—
Keeps Bedroom Neat		10	10		10	10	
Completes Homework	10		10	10	—	—	10
Dries Dinner Dishes	10	10	10	10	10	10	10
Doesn't Argue		10		10	10	10	10
Follows Instructions			10	10		10	10
Other Helpful Behavior	5	20	10	20	5	15	25
Total Points	35	60	60	70	45	55	65

Weekly Point Total: 390

Appendix E: Home Program Materials

Sample: Home Program Charts

Child's Name _____			Date _____
Problem Behavior	**Consequence**	**Alternative Behavior**	**Consequence**
Whining	Ignoring	Accepting "No" appropriately--using a normal tone of voice, and saying, "OK," or "I really don't agree" when told "No"	Attention, Praise, and occasional special activities

Behavior	**Behavior Count**						
	MON	TUES	WED	THUR	FRI	SAT	SUN
Whining							

Counting Behavior

Parent's Name _____ Date _____

Child's Name _____

BEHAVIOR:	MON	TUES	WED	THUR	FRI	SAT	SUN	WEEKLY TOTAL
How often did the behavior occur? or How long did it last?								
How long did I observe?								
Total amount of behavior or rate of behavior								

Additional Reading for Trainers

Baker, Bruce L.; Brightman, Alan J.; Heifetz, Louis J.; and Murphy, Diane M. *Behavior Problems*. Champaign, Ill.: Research Press, 1976.

Gelfand, Donna M., and Hartmann, Donald P. *Child Behavior Analysis and Therapy*. New York: Pergamon Press, 1975.

Hall, R. Vance. *Managing Behavior Part 2, Basic Principles*. Rev. ed. Lawrence, Kans.: H & H Enterprises, Inc., 1975.

Hall, R. Vance. *Managing Behavior Part 3, Applications in School and Home*. Rev. ed. Lawrence, Kans.: H & H Enterprises, Inc., 1974

Kozloff, Martin A. *Educating Children with Learning and Behavior Problems*. New York: Wiley-Interscience, 1974.

Kozloff, Martin A. *A Program for Families of Children with Learning and Behavior Problems*. New York: Wiley-Interscience, 1979.

Miller, William H. *Systematic Parent Training*. Champaign, Ill.: Research Press, 1975.

Patterson, Gerald R. *Families*. Rev. ed. Champaign, Ill.: Research Press, 1975.

Patterson, Gerald R., and Gullion, M. Elizabeth. *Living with Children: New Methods for Parents and Teachers*. Rev. ed. Champaign, Ill.: Research Press, 1976.

Phillips, Elery L.; Fixsen, Dean L.; Phillips, Elaine A.; and Wolf, Montrose M. "The Teaching-Family Model: A Comprehensive Approach to Residential Treatment of Youth." In *Special Education for Adolescents: Issues and Perspectives*, edited by D. Cullinan and M. H. Epstein, pp. 203-233. New York: Charles E. Merrill, 1979.

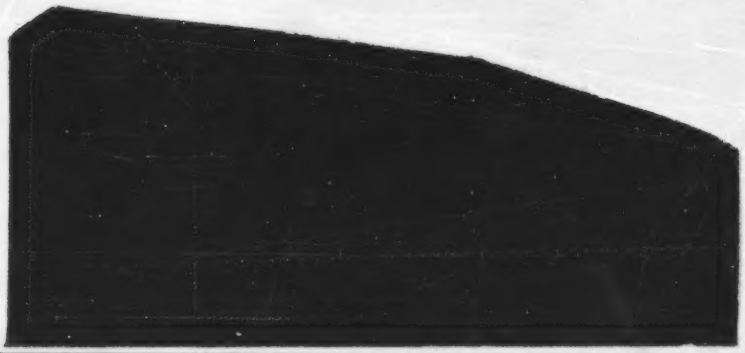
Phillips, Elery L.; Phillips, Elaine A.; Fixsen, Dean L.; and Wolf, Montrose M. *The Teaching-Family Handbook*. Rev. ed. Lawrence, Kans.: Bureau of Child Research, 1974.

Stocking, S. Holly; Arezzo, Diana; and Leavitt, Shelley. *Helping Kids Make Friends*. Allen, Tex.: Argus Communications, 1980.

Sulzer-Azaroff, Beth, and Mayer, G. Roy. *Applying Behavior-Analysis Procedures with Children and Youth*. New York: Holt, Rinehart & Winston, 1977.

Whaley, Donald L., and Malott, Richard W. *Elementary Principles of Behavior*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Notes

1. Elery L. Phillips, Elaine A. Phillips, Dean L. Fixsen, and Montrose M. Wolf, *The Teaching-Family Handbook*, rev. ed. (Lawrence, Kans.: Bureau of Child Research, 1974). For more information about the Teaching-Family Program, write to: Program Dissemination Division, Youth Care Department, Boys Town, NE 68010. The *Teaching-Family Bibliography* containing over 400 citations of articles, conference papers, films, and other related materials written about the Teaching-Family model can also be obtained by writing to the above address.
2. Martin A. Kozloff, *A Program for Families of Children With Learning and Behavior Problems* (New York: Wiley-Interscience, 1979).
3. Ibid.
4. Hill M. Walker, "Walker Problem Behavior Identification Checklist" (Los Angeles: Western Psychological Services, 1976).
5. Gerald R. Patterson, John B. Reid, Richard R. Jones, and Robert E. Conger, *A Social Learning Approach to Family Intervention, Volume 1* (Eugene, Ore.: Castalia Publishing Company, 1975).
6. Thomas M. Achenbach and Craig S. Edelbrock, "Child Behavior Checklist." Copies can be obtained by writing the authors T. M. Achenbach, Department of Psychiatry, University of Vermont, Burlington, VT 05401, and Craig S. Edelbrock, Pittsburgh Child Guidance Center, 201 Desoto Street, Pittsburgh, PA 15213.
7. A similar assessment technique is discussed in Pamela B. Daly, Daniel L. Daly, Mary Davis, and Dean L. Fixsen, "A Comprehensive Early Intervention Program for Families with Problem Children: An Adaptation of the Teaching-Family Model." Unpublished manuscript (Father Flanagan's Boys' Home).
8. This type of practice format is used extensively in the training workshops at Boys Town and other Teaching-Family sites.
9. Lloyd Homme, "A Behavior Technology Exists—Here and Now" (Paper presented at the Aerospace Education Foundation's "Education for the 1970's" Seminar, Washington, D.C., 1967).
10. For another example of a reward survey, see Paul M. Clement and Robert C. Richard, "Children's Reinforcement Survey" (Pasadena, Calif.: Child Development Center, Fuller Theological Seminary).
11. Kathryn A. Kirigan, Hector E. Ayala, Curtis J. Braukmann, Willie G. Brown, Neil Minkin, Elery L. Phillips, Dean L. Fixsen, and Montrose M. Wolf, "Training Teaching-Parents: An Evaluation of Workshop Training Procedures" in *Behavior Analysis: Area of Research and Application*, eds. Eugene Ramp and George Semb (Englewood Cliffs, N.J.: Prentice-Hall, 1975), pp. 161-174.
12. Elery L. Phillips, Elaine A. Phillips, Dean L. Fixsen, and Montrose M. Wolf, *The Teaching-Family Handbook*, rev. ed. (Lawrence, Kans.: Bureau of Child Research, 1974).
13. This handout and related handouts are adapted from *The Teaching-Family Handbook*, pp. 12-17.
14. For additional information about the school note procedure, see *The Teaching-Family Handbook*, pp. 150-160.

15. Informed Consent and the Program Contract were developed for the "Parenting Alone Successfully" program by Shelley Leavitt and Mary Davis.
16. Participant Questionnaire and the other forms in Appendix B were developed for the "Parenting Alone Successfully" program by Shelley Leavitt and Mary Davis.
17. See note 7 above.
18. This questionnaire is adapted from the "Workshop Evaluation" questionnaires used in The Boys Town pre-service training workshops.
19. Weekly Contract was developed for the "Parenting Alone Successfully" program by Shelley Leavitt and Mary Davis.
20. See note 7 above.